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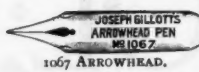
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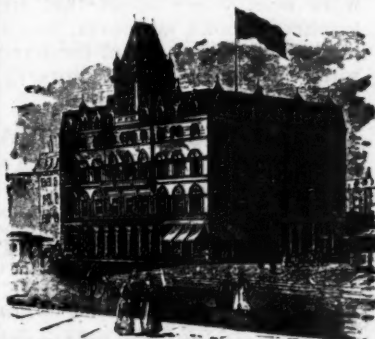
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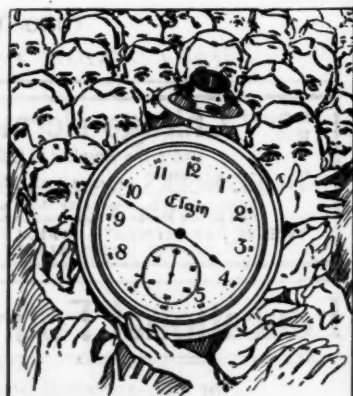
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A Weekly Journal of Education.

Vol. LVIII.

For the Week Ending May 13.

No. 19

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The Pupil as an Individual.

By PRIN. W. F. CONOVER, SAN DIEGO, CAL.

It is one of the encouraging signs of the times that the child is receiving more consideration. Many earnest and able men are devoting their lives to child-study and much of value has been learned. We are coming to know the child and childhood better. Our courses of study are being adapted to child nature, and more flexible plans of gradation and promotion are being introduced. There is, however, a kind of child-study more important than that above referred to. It is a study more immediate in its effects and more extended in its results—the study of each child by the teacher for the ends of instruction. The need of adapting our methods of instruction to the individual is very great; it is imperative. High grade results are impossible in mass education. A close, sympathetic, systematic study of each child—a study of his sympathies, his interests, his longings, his difficulties, his discouragements—that we may know him as he is—is indispensable if he is to be educated in the best sense. As one has well said, “The teacher” as Professor M. V. O’Shea puts it, “is responsible for the complete development of individuals. . . . The individual is everything. There are, of course, some general laws underlying child development which will doubtless apply to children of all ages; but still it will be granted that human beings differ so vitally from each other that we cannot afford in teaching or training to overlook the peculiarities of the individual.

How is it possible to know well the individualities of each one of fifty pupils when we are with them for so short a time? The purpose of this paper is to answer that question.

The average time a teacher spends with a class is one year. She receives its members knowing nothing of their previous or present history or of their abilities. She begins work. As time goes on, they differentiate themselves in her mind; they are no longer simply members of class “A,” or of class “B;” she comes to know them individually. She discovers some of their traits, some of their peculiarities, their powers and lack of power. As the year draws to a close she feels she is now able to teach them with some degree of success and satisfaction. She has come to know their needs. What might she not reasonably hope to accomplish could she but have them another year. But the time has come to pass them on. The next teacher receives them knowing nothing of them, goes thru a like process and travels over the same ground. Must this always be? Is it not possible to transmit with the class some of the most important facts learned about its members and enable the succeeding teacher to go on in her study and knowledge of the individual? This question has for years been recurring to the writer and pressing for an answer. It seems both possible and reasonable that such a record can be made. How to make the record complete enough to be helpful yet not too complex—a minimum of effort with maximum results—has been a difficult thing to determine. Much thought has been given to the matter. The results are given below:

The Record.

- I. Name, Age, Grade.
- II. Length of Time in the Grade.

III. *Books Read.*—Indicate number and kind, also quality of the reading done.

IV. *Record in Studies.*—Indicate rank by Excellent; Good; Fair; Poor.

(Rank in items V, VI, VII, VIII should be indicated by same words.)

V. *Oral Expression.*—Recitation.

VI. *Written Expression.*—Letters, compositions, etc.

VII. *Powers.*—Perception; Imagination; Memory; Reason.

VIII. *Application.*—What degree of effort is made? A very important point.

IX. *Point of Strength.*—History, Grammar, Language, Mathematics, Memory, etc.

X. *Point of Weakness.*—Thought; Memory; Reason, Expression, etc., etc.

XI. *Greatest Interest.*—In school or outside. Some work. Play; collecting stamps, etc.; History; Music, etc., etc. (To know the center of a pupil’s interest is to possess a key that will unlock many difficulties.)

XII. *Temperament.*—Nervous; Bilious; Sanguine; Lymphatic; Balanced.

(This is a matter of great importance, an importance little likely to be overestimated. No knowledge enters so much into the everyday work of the school-room as a working knowledge in this subject, which may be gotten with little expense and trouble by the study of such a book as Allen’s “Temperament in Education.” How many teachers are familiar with so obvious a fact as the value of putting a nervous child by one having a lymphatic or bilious temperament, or of the wrong done in putting nervous children side by side? Many of these apparently small things have results that are far-reaching.)

XIII. *Remarks.*—Under this head should be given any facts learned that will be of assistance in the better understanding of the child. (In examining a number of records I have found invaluable facts under this heading.)

The record is intended as an *aid* to the thoughts and study of the individual, not as a *substitute* for either. Its value will depend upon its conscientious use. The record will benefit not only the recipient but the one who makes it. To make such a record carefully and thoughtfully cannot fail to be of great aid in the systematic study of one’s pupils. It should be begun soon after receiving a class. A few minutes study of such a record, accurately kept, will give more information than many will get in weeks of observation.

It should continually be borne in mind that this record is merely an aid. Care should be exercised that it does not prejudice one. A pupil troublesome with one teacher may be above criticism with another. A summer’s vacation often effects a radical change in a pupil. This occurs more frequently between the ages of ten and fifteen.

One Line of Practical Work.

Summary of Address by Frank E. Spaulding, Ph.D., Passaic, N. J., before the New Jersey Child Study Association.

It is not well to have much sympathy or give much support to heavy courses of child study. That is for experts and specialists. My wish is rather to explain a method of using the results of language work as material for child study, which has been successful in our own schools.

The following topics and questions were issued by the superintendent, as subjects for written language work. There is one exercise of this kind each week. All children below the high school and above the second year write on the same topic the same day. Some of these topics have been used also in the high school and some in the second year. The subject is placed on the blackboard,

and pupils write at once; there is no discussion, no suggestion, and no comment by teacher or pupils. The latter usually correct, if necessary, and rewrite their papers, but receive no assistance in this. The results show how each pupil is able to express himself independently on a subject not previously studied, but concerning which he has thoughts of his own. Simply as an exercise and test in the ready use of written language, no lesson of the week is more valuable. To the pupil, it is merely a language lesson; to the teacher, it is that and much more.

The teacher reads the pupils' papers carefully and thoughtfully, not simply to discover grammatical errors and misspelled words, but for the sake of the fresh, concrete psychology and pedagogy which they contain. They lay bare, as it were, one and the same aspect of many child-minds, and reveal the kind and quality of thought and emotion in each. And how different they are! Nothing impresses more forcibly upon a thoughtful teacher the individuality of her pupils and the necessity of educating them as individuals, instead of instructing them *en masse*, than does the study of material obtained by the use of these topics. This material not only reveals and emphasizes the pupil's individuality, but it shows largely wherein that individuality consists. Thus, in her own school, each teacher is a constant student of individual psychology.

When the teacher is thru with set of papers, she sends them properly fastened and labeled, to the office of the superintendent. Here they are filed, not to be forgotten, but to furnish data for further psychological study. Many teachers become so interested in a particular topic that they take the returns from all schools and grades on this one subject, and study them thru consecutively, from the lowest grade to the highest. In this way they pick up, as it were, and trace from its simpler beginnings the growth of one strand of mental life thru childhood and early youth. This is a study in genetic psychology.

Whatever the value or worthlessness of rational or of laboratory psychology for the teacher, individual and genetic psychology, studied at first hand, is absolutely indispensable to any considerable success in the profession.

Topics and Questions.

1. Tell about something which you did once for which you were very sorry afterward. Tell why you were sorry.
2. Tell about something which you did once of which you felt very proud. Tell why you were proud of it.
3. What is the most interesting book, story, or poem you ever read? When did you read it? Give a brief description of it, and tell why you liked it. If you had money given you to buy six books, what books would you buy?
4. What do you think of a boy or girl who plays truant? What would you do to such a boy or girl, if you were the teacher?
5. The happiest day in my life. (Tell when it was, what made it so, and all you can about it.)
6. The unhappiest day in my life.
7. Which would you rather have: a bouquet of beautiful roses; a pair of new shoes; or a holiday? Why?
8. If you should have the present of a thousand dollars, what would you like best to do with it? (To the teacher: After pupils have answered this question add these:) What do you think you ought to do with it? Why?
9. If you could do anything you wished the next three months what would you do?
10. If you should meet a man who could answer correctly any questions you might ask, but who would answer only six for you, what six questions would you ask?
11. Write a letter to the superintendent, telling him about the things you have enjoyed most this year.
12. Tell about a punishment you have received, either at home or in school, which you think you deserved. Tell what you had done, why you did it, how you were punished, and why you think you deserved the punishment.
13. Describe your best friend, (you need not give the friend's name), telling why you like him (or her) how old he (or she) is, what relation to you, if any, how long you have known him, (or her), when you first began to like him (or her), and all about him (or her).
14. Write and illustrate a story about two girls, a boy, a woman, and fire.
15. What I am going to do at Christmas? (This topic is to be given before Christmas).

16. What is the first thing in your life that you can remember? Tell also, if you can, the second and third earliest things that you remember.

(Teachers should caution pupils to put down only what they really remember as having happened, not things that they have been told.)

17. What is your earliest memory of your (1) father, (2) mother, (3) sister, (4) brother, (5) playmates, (6) of any injury from a fall or blow?

What book read before you were nine years of age do you recall best?

(This topic may be divided into two or more if found desirable.)

18. What I did last Christmas. (To be given after the holidays.)

19. If you could live last year over again, what would you do that you did not do, and what would you not do that you did last year?

20. What is the smallest amount of money for which you would be willing to work next Saturday forenoon from 8 to 12 o'clock? What kind of work would you do, if you could choose? What would you do with the money? How much do you expect ever to be able to earn in a day? Doing what?

21. What do you wish to be (profession) when you grow up? Why do you wish to be that? What is your father's occupation?

22. Describe one day of your life. Tell all you can about it, what time you got up, what you did each hour of the day, what you enjoyed, what you disliked, until you went to bed.

23. Give a list of all the books you read in vacation and describe the book or story that interested you most.

24. Describe the best time that you had in the vacation.

25. Tell some things that make you angry and describe some time when you have been angry.

26. Did you ever pity any person or animal? Tell about it.

27. Did you ever see anyone do anything cowardly? Tell all about it.

28. Tell some things that make you afraid, and describe some time when you have been afraid.

29. Did you ever see anyone do anything very brave or courageous? Tell all about it.

30. Is there a leader among the boys or girls of your school? Describe him (her); tell what he (she) does, and why the other boys or girls follow him (her).

31. Did you ever do anything very foolish? What was it, and why did you do it? How did you feel about it afterward?

32. Do you often tear, soil, or lose your clothes, hat, shoes, or anything you wear? How do you feel when you do it? Why? What particular thing that you wear would you most dislike to tear, soil, or lose? Why?

33. Did you ever see anyone do anything unjust, or unfair? Tell about it.

34. Describe the best teacher you ever had, telling why you liked her. Do not give name. (Any teacher who would rather not give this topic may omit it.)

35. Which study do you like best? Which least? Tell why you like the one and dislike the other.

36. Tell about something that you saw, or some story, that you think very funny.

37. What difference have you noticed between grown-up people and children?

38. Describe the person you dislike most, without giving any name.

39. What is the most beautiful thing you ever saw? Describe it and tell why you think it beautiful.

40. What have you ever made with your hands?

41. What are some of the most disagreeable things that you have to do in school? at home? Why are they disagreeable? Why do you do them?

42. Write all you know about policemen.

43. Why do you go to school? (Don't say what you think you ought to say, or what you think some one will expect you to say, but give your own reasons.)

44. Is there any one whom you admire, whom you would wish to be like? If so, describe that person, and tell why, and in what ways, you would wish to be like him or her.

45. Did you ever try to break yourself of any habit? Tell what it was, why you wished to be rid of it, what you did to break yourself of it. Did you succeed? How long did it take? If you did not succeed, are you still trying? If you have given up, why did you give up?

It is desirable to consider several aspects of each question before it is decided upon as a topic for this sort of exercise. We should always inquire first whether the question is a good topic for language and expression and let the probable value to child study be secondary. It is im-

portant to avoid abstract questions and to seek descriptions of concrete things. It is important that all the answers should be expected to come from the experience of the children, rather than from knowledge acquired in the school-room. The questions should be close to the child.

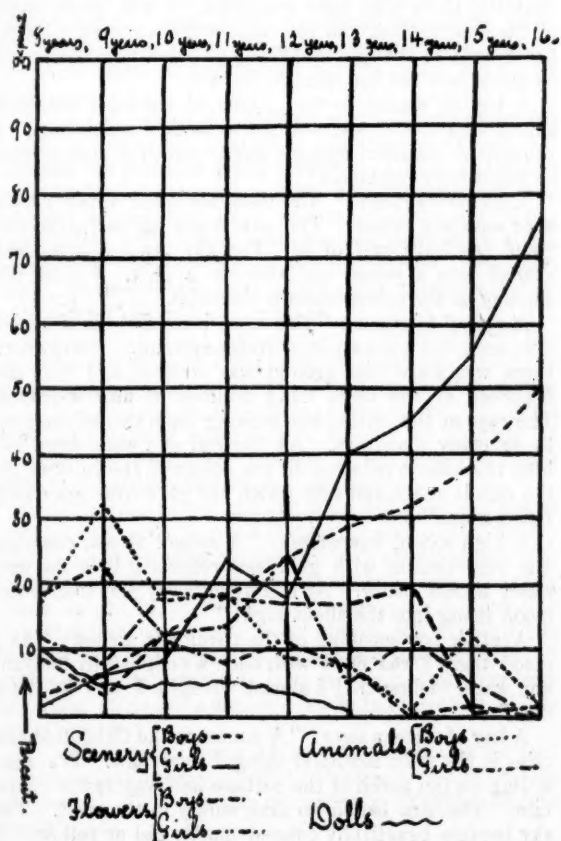
After the answers are received they are filed in the office of the superintendent. A wonderful improvement has already become apparent in the children's freedom of expression upon paper. Children are very apt to lose their thoughts in the process of trying to express and record them. Each teacher is expected to read the papers from her own children. Thus he gains in sympathetic insight, by learning of the children's emotional side. Some teachers have worked up a topic by taking the papers from all grades and have thus woven a strand of genetic psychology. In the work of the classroom in all subjects, important, interesting, and suggestive results follow, to the great advantage of both pupils and the schools.

Children's Ideas of Beauty.

By EMMA L. GIFFORD, Passaic, N. J.*

"What is the most beautiful thing you have ever seen? Describe it and tell why you think it beautiful."

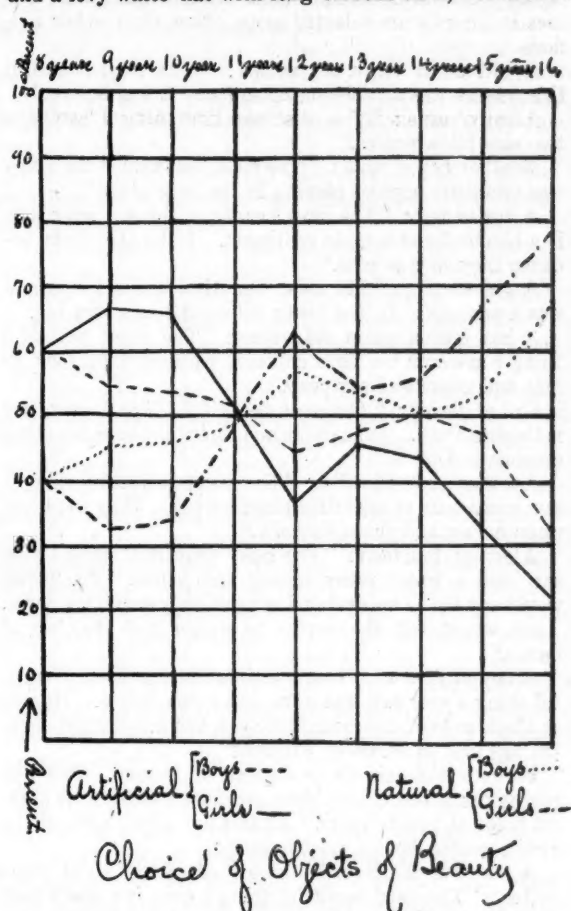
One day in April of last year this question was given to the thousand school children of Passaic and the written answer formed their language lesson for the day. To older persons this would be a question bewildering indeed, for to select from the hundreds of objects and scenes which to our eyes are beautiful the one which is "most beautiful" would seem an impossible task. But the children approached it with less hesitancy apparently than mature persons would have felt, possibly because of a less formid-



able array from which to select, possibly because of that charming *naivete* which is the birthright of every child.

The papers, without exception, manifested a serious in-

terest on the part of the writers to describe what they believed to be the most beautiful thing they had ever seen. As a consequence they were all most interesting, from that of the tiny child of eight who said: "The most beautiful thing I ever saw is a beautiful doll up in New York. She has a lovely white silk dress and white shoes and stockings, and she had a lovely white ribbon on her dress and a lovely white hat with long ribbons on it," to that of



the high school pupil who described a sunset in the words "As the sun sank behind the sombre mountains on the west bank of the Hudson, I thought I had never seen a more beautiful picture. Everything was quiet on the water. On either side we were hemmed in by mountains and the beauty and grandeur of the dying sun-god I shall never forget."

Of the ninety-seven different objects which were considered "most beautiful" by one or more writers not one, it seemed to me, entirely lacked the element of beauty. The expression of every paper revealed that "longing for refinement and beauty which every living soul possesses and the germs of which remain in every human being no matter how degraded."

A superficial reading of the papers seemed to show a growth in the child's tastes and ideas of beauty, and it was to ascertain in what directions the growth manifested itself that the systematic study of the papers was taken up.

Classification was exceedingly difficult but it seemed best to simplify the study by classifying the objects of choice as it is thru these that we judge of the child's taste.

First, all objects were easily assigned to one of the two classes, natural or artificial. Chart I. shows results of this study. (See Chart I.) Afterwards those objects which were chosen most often were singled out and were found to be—scenery, flowers, animals, and dolls. (See Chart II.) Dolls were chosen as objects of beauty by girls only. In the eight year 10 per cent. choose them and the largest percentage is between the eighth and ninth

*Paper read before the New Jersey Child-Study Association.

years. It is interesting to note that at this age the doll fever is at its height according to a doll study made recently by Dr. Hall.

Animals are chosen by 15 per cent. of the children at eight years and thru all the years are chosen by some. The number making an animal a choice is highest at nine years, being then 33½ per cent.

Boys seem to make this choice oftener than girls. Ponies and horses are selected more often than other animals.

A girl eight years old writes: "The most beautiful thing I saw was a rabbit because I saw it was brown."

A boy of nine: "The most beautiful thing I saw was two nice black ponies."

Another boy of nine: "The most beautiful thing I saw was two little puppies playing in the long grass."

A boy of ten: "The most beautiful thing I ever saw is a bluebird and a robin redbreast. I like the birds because they sing so nice."

A girl of ten: "The most beautiful thing I ever saw was a peacock. It had lovely colors and was very big."

A boy eleven years old writes: "The most beautiful thing I saw was ten little chickens because they look so nice and clean and say peep."

Girl of eleven: "The most beautiful thing I ever saw is Central Park. It has lions and tigers and so many other animals and birds."

Another girl of twelve: "The most beautiful thing I saw was a pair of beautiful black horses. They were carriage horses and shone like silk."

A girl of fourteen: "The most beautiful thing I ever saw was a great many horses and ladies. The ladies would say to the horses lay down and they would lay down. They would tell the horses to dance and they would dance."

A boy of fifteen: "In my estimation the most beautiful thing I ever saw was a fine black race-horse. He was as black as coal, had beautiful eyes, and fine curved neck. He was said to be worth \$10,000."

Flowers lead animals as objects of beauty. The line representing this choice rises and falls, reaching its highest point at twelve years. At this age 25 per cent. of the girls consider flowers most beautiful.

A rose was the favorite flower. A girl of eight years writes: "The most beautiful thing I ever saw was a bush of pink roses."

A boy of nine: "The most beautiful thing I ever saw was a bunch of flowers. There was a rose and six pinks and a lily. They are the most beautiful things I ever saw because they are flowers."

A girl ten years old: "The most beautiful thing I ever saw was a woods full of violets. There were so many pretty green trees and pretty green grass coming up. The colors of the violets were yellow, white, blue, and purple."

Undoubtedly the season of the year when the question was asked—it was April—favored the choice of flowers. Many spoke of Easter lilies and apple trees in bloom.

A boy of eleven says: "The most beautiful thing I ever saw was an apple tree in full bloom. The blossoms white, tinted with pale pink."

A girl of eleven: "The most beautiful thing I ever saw was a lily in a church on Easter morning."

Many reasons are given for thinking flowers most beautiful, chief among them were because of color and scent.

Up to the twelfth year no one line separates itself from the others very much, either by rising or falling, but from the twelfth year on scenery leads all other choices, rising with the girls to 76 per cent. in the sixteenth year, and with the boys to 50 per cent. In the eighth year with girls scenery has its lowest percentage, being then only two. With the boys it is also lowest then, but is eight.

A little girl of eight describes a scene in these words: "The most beautiful thing I ever saw was a mountain covered with green grass. I think it is pretty because there are rivers running down the side and green trees too."

A boy of nine: "The most beautiful thing I ever saw is the City Hall Park. The trees are shady; the grass is green, and nice cool water to sit on and such beautiful flowers. It is so high you can see all over the city."

A girl of nine: "The most beautiful thing I ever saw is the rainbow. It is almost a curcel. Sometimes it touches the ground. I like it because it has so many bright colors."

Another boy of ten: "The most beautiful thing I ever saw was a hot summer day when I was walking by a brook where wild flowers grew. Butterflies flew all about, a spring was there and a summer-house. It was shady all over."

A girl of ten: "The most beautiful thing I ever saw is the ocean waves."

A boy of eleven: "The most beautiful thing I ever saw were some Northern Lights. I saw them one night coming home from church. I had seen them before but never so beautiful."

Waterfalls, especially Niagara, are mentioned quite often.

A boy of sixteen writes: "The most beautiful thing I ever saw was the sun shining on the mist at Niagara Falls in winter. I suppose the reason I thought it beautiful was because I never saw anything like it before. As the water fell down that great height and struck the ice-covered rocks, it made a spray that went up in clouds as big as this school and the sun shining on these clouds made it look like a rainbow with a silver background."

Another boy of sixteen gives this description: "Most beautiful thing—Niagara. Describe it—Impossible. Why thought beautiful—Because of the power and might it shows."

Not until the eleventh year is a sunset mentioned, after this, however, it leads all other choices until in the sixteenth year 32 per cent. mention the sunset as the most beautiful thing they have ever seen. I will quote some of the descriptions, and you can readily perceive, I think, the growth in thought and feeling as well as in the power to appreciate the beautiful in Nature.

A boy of eleven wrote: "One of the most beautiful things I have ever seen was the sunset a few days ago. I thought it beautiful because such beautiful colors were so beautifully combined."

A girl of thirteen: "The most beautiful thing I have ever seen is a sunset. The sun was a red ball altho you could see only half of it. The sky around it was red shaded into a yellow and then to a pink. I think the shading of the colors made it beautiful."

A girl of fourteen: "The most beautiful sight I have ever seen was a sunset on a winter evening. Everywhere there was snow, the ground was covered and from the branches of the trees hung millions of minute icicles. The rays of the setting sun striking them turned them into so many diamonds. As the red sun went down behind the hills it reflected all the colors of the rainbow on the clouds above and sent a rich red glow over the newly fallen snow."

A high school boy writes: "A sunset at sea, covering the vast heaven with gold and reflecting it in the mirrored waters below. At last dying away and then a full moon rising into the silent night."

Another boy speaking of the rising sun writes: "As I stood there I was filled with such a delightfully buoyant and warm feeling that I almost thought I was in Paradise."

A boy of sixteen says: "A sunset in the Catskill Mountains is the most beautiful thing I ever saw. We were sitting on the porch of the cottage half way up the mountain. The sun began to sink slowly in the west. The sky became beautifully colored mostly red or yellow. A few clouds were flitting across the sky and as they came to the edge of this color they became beautifully bright. The great mountains all around and their great forests all covered with green were strangely illuminated by the sun. Gradually as the sun sank farther the mountains became dark and the scene was lost to sight. A sigh went up from the company and we all felt awed by this

spectacle of nature. Thought it was beautiful because it showed the beauty of nature and the great works of God."

The last paper I quote was written by a girl of seventeen: "Last summer while out rowing on the Hackensack river with a few friends we were watching the sun slowly sinking in the west. This circular orb with its reddish hue tinted the sky and fleecy clouds with delicate shades of pink and gold. Looking down at Nature's mirror, the calm and undisturbed water, we beheld a most beautiful reflection of this sunset, and the trees bordering the river. Sunsets have often been depicted on canvas but nothing can be more beautiful than the original. It fills one with awe and wonder and makes one think of the goodness and greatness of the Creator."

Many suggestive facts, most of them not readily reducible to the requirements of a chart, were revealed by the study of these papers.

1. Pictures, as objects of beauty, were mentioned by very few, the percentage of those selecting a picture being lowest in the tenth year when it is two, and never rising higher than seven. This might have been due to lack of opportunity. The fact that pupils of all ages manifest great interest in the Perry pictures which are being used in many of our school-rooms would seem to suggest this. Teachers are making systematic study of pupils' ideas of beauty in connection with the use of these pictures. I can report results of this study only for my own school and the high school. One day in the high school 170 pictures were distributed for the pupils to admire, and then they were to make a list of those they liked best. Of these 120 were typogravures in colors. Fifty out of ninety pupils speak of color as the chief charm. Forty-five out of ninety speak of a love for animals as their ground of choice. In this test girls seem to be more susceptible to ethereal beauty and moral perfection. Boys to the physically grand. Boys are kinetic in choice, girls potential. Statuary is mentioned only three times and an ideal face once. Boys selected a portrait only six times, and girls sixteen times—nine of these were portraits of children.

In my own school the children of the third and fourth years in grade, and averaging nine years of age are encouraged to purchase Perry pictures. I find on looking over their selections that both boys and girls choose, largely, pictures containing animals, children, and showing action. The boys favorites are pictures of dogs, horses, battles, and our army and navy heroes. Girls' favorites, pictures of animals, children, and those more fanciful,—St. Cecilia, Madonnas, etc.

One morning I had just received a large number of the pictures and thought I would allow all to have a share in the enjoyment of them. As I held each one before the class for a few seconds the interest was intense, but the Ahs! Ohs! and sighs of delight came when such pictures as Adams' "Four Kittens," Holmes' "Can't You Talk," and Millet's "Feeding Her Birds" were shown.

2. Difference in the taste of boys and girls was not so marked during the years of eight, nine, ten, eleven, twelve but in the years after the twelfth very characteristic differences appear. Before this year both boys and girls chose scenes in which action was prominent, after this age these scenes were chosen almost entirely by boys. Before this, both boys and girls chose scenes connected with animal life; after this, boys usually made this choice, not girls. The same was noticed in the selection of patriotic scenes.

3. In the earlier years the desire to possess, or the fact of possession some time, influenced the selection of objects of beauty. This disappeared entirely, however, by the twelfth year.

4. Beauty of form did not seem to appeal to any of the writers. When a baby or child was mentioned the reason given was because it was so "cunning," "cute," etc. One boy mentions his mother as being "most beautiful," but says she is beautiful "because she takes care of me."

5. Younger pupils had less variety from which to choose, and mentioned largely objects which are to be seen in

Passaic. As soon as they became of an age to permit of travel, beautiful and impressive sights at a distance were mentioned. (Does familiarity lessen beauty?)

6. Size, brightness, and color of objects appealed to the younger children and it was a single object that was chosen rather than a general effect produced by many. They did not seem to appreciate nice adjustment of parts, or delicate and fine colorings. The growth in this direction is shown by these two typical papers.

A boy of eight writes: "The most beautiful thing I ever saw was a big house in New York."

The high school pupil says: "The most beautiful thing I ever saw is the library in Washington, D. C. It was built of white marble, a great many steps leading up to the door. Inside the walls were covered with beautiful paintings. The staircase and pillars were ornamented with beautiful carvings."

7. The appreciation of the beauties of Nature seemed to be closely allied to spiritual emotions, many of the older children speak of thinking of the "presence," "might," or power of the Creator. In others the contemplation of natural beauty awakened the gentle feelings of love, kindness, mercy, etc.

A high school boy of sixteen writes: "In the Adirondacks one day when on a hunting and fishing trip, we were floating down a narrow and shallow river with our hooks baited for trout. We were having very good luck and caught a large string of fish, each one weighing on an average about three-quarters of a pound. As we came around a bend there stood about five rods away from us a large, handsome buck. He must have weighed at least 225 pounds. I reached out for my gun and in a minute I had it up to my shoulder took good aim and fired. The deer in one jump reached the bank of the stream where he stood and dripped. I had not hit him. As he stood there, tho it was only for a minute, with his antlers high in the air, his noble eyes looking into mine, and his shapely form trembling, I could not have shot again if I had had another bullet in the barrel and the trigger already cocked."

In conclusion I would mention two or three practical suggestions which occurred to me as I made this study.

It would appear from the papers that the children of the high school are the ones who appreciate and enjoy with intense enjoyment the beauties of nature. Yet is it not true that the adults who enjoy Nature, who admire her beauty, are comparatively few? "The sun illumines the eye but does not shine into the heart." Can the reason for this be found in the fact that at the period when naturally the child is most susceptible to Nature's beauty his attention is so forced upon studies which keep him at the desk or in the laboratory that the natural desire to enjoy and admire Nature is crushed until finally even the power to appreciate her beauty is lost? Would not more time given to out-door nature work in this department be of great and lasting benefit to the pupils and be in harmony with their natural development?

2. While the capacity to appreciate some form of beauty is universally present the ability to appreciate beauty in its higher forms is a slow growth. This growth is greatly facilitated by favorable environment, but maximum development must wait for the maturity of the mental powers which comes only with years and general education.

3. Does it not follow then that our efforts to cultivate in children the love for the beautiful should be adapted to their stage of development?

Just as we try to train the child by a gradual process to the appreciation of the works of Hawthorne, Thackeray, and Scott so should we not follow closely the line of natural development in training his taste for the beautiful?

By suiting our school-room decorations to the pupils' age and power to appreciate and by revealing to them sympathetically Nature's beauty, especially at the age when their capacity for enjoying it is greatest, may we not help them to find in the beautiful in art and Nature, a "joy forever"?

Ba, Ba, Black Sheep.

By RUDYARD KIPLING.

(Continued from THE SCHOOL JOURNAL of April 22.)

Second Bag.

All this time not a word about Black Sheep. He came later, and Harry, the black-haired boy, was mainly responsible for his coming.

Judy—who could help loving little Judy?—passed, by special permit, into the kitchen and thence straight to Aunty Rosa's heart. Harry was Aunty Rosa's one child, and Punch was the extra boy about the house. There was no special place for him or his little affairs, and he was forbidden to sprawl on sofas and explain his ideas about the manufacture of this world and his hopes for his future. Sprawling was lazy and wore out sofas, and little boys were not expected to talk. They were talked to, and the talking was intended for the benefit of their morals. As the unquestioned despot of the house at Bombay, Punch could not quite understand how he came to be of no account in this his new life.

Harry might reach across the table and take what he wanted; Judy might point and get what she wanted. Punch was forbidden to do either. The gray man was his great hope and stand-by for many months after mamma and papa left, and he had forgotten to tell Judy to "remember mamma."

The lapse was excusable, because, in the interval, he had been introduced by Aunty Rosa to two very impressive things—an abstraction called God, the intimate friend and ally of Aunty Rosa, generally believed to live behind the kitchen-range, because it was hot there—and a dirty brown book filled with unintelligible blots and marks. Punch was always anxious to oblige everybody. He therefore welded the story of the Creation on to what he could recollect of his Indian fairy tales, and scandalized Aunty Rosa by repeating the result to Judy. It was a sin, a grievous sin, and Punch was talked to for a quarter of an hour. He could not understand where the iniquity came in, but was careful not to repeat the offense, because Aunty Rosa told him that God had heard every word he had said and was very angry. If this were true, why didn't God come and say so, thought Punch, and dismissed the matter from his mind. Afterward he learned to know the Lord as the only thing in the world more awful than Aunty Rosa—as a creature that stood in the background and counted the strokes of the cane.

But the reading was, just then, a much more serious matter than any creed. Aunty Rosa sat him upon a table and told him that A B meant ab.

"Why?" said Punch. "A is a and B is bee. Why does A B mean ab?"

"Because I tell you it does," said Aunty Rosa, "and you've got to say it."

Punch said it accordingly, and for a month, hugely against his will, stumbled thru the brown book, not in the least comprehending what it meant. But Uncle Harry, who walked much, and generally alone, was wont to come into the nursery and suggest to Aunty Rosa that Punch should walk with him. He seldom spoke, but he showed Punch all Rockington, from the mud-banks and the sand of the back-bay to the great harbors where ships lay at anchor, and the dock-yards, where the hammers are never still, and the marine-shops, and the shiny brass counters in the offices where Uncle Harry went once every three months with a slip of blue paper and received sovereigns in exchange; for he held a wound pension. Punch heard, too, from his lips, the story of the battle of Navarino, where the sailors of the fleet, for three days afterward, were as deaf as posts and could only sign to each other. "That was because of the noise of the guns," said Uncle Harry, "and I have got the wadding of a bullet somewhere inside me now."

Punch regarded him with curiosity. He had not the least idea what wadding was, and his notion of a bullet was a dock-yard cannon ball bigger than his own head.

Punch had never known what anger—real anger—

meant until one terrible day when Harry had taken his paint box to paint a boat with, and Punch had protested with a loud and lamentable voice. Then Uncle Harry had appeared on the scene, and, muttering something about "strangers' children," had, with a stick, smitten the black-haired boy across the shoulders till he wept and yelled, and Aunty Rosa came in and abused Uncle Harry for cruelty to his own flesh and blood, and Punch shuddered to the tips of his shoes. "It wasn't my fault," he explained to the boy, but both Harry and Aunty Rosa said that it was, and that Punch had told tales, and for a week there were no more walks with Uncle Harry.

But that week brought a great joy to Punch.

He had repeated, till he was thrice weary, the statement that "the cat lay on the mat and the rat came in."

"Now I can truly read," said Punch, "and now I will never read anything in the world."

He put the brown book in the cupboard where his school books lived, and accidentally tumbled out a venerable volume, without covers, labeled "Sharpe's Magazine." There was the most portentous picture of a griffin on the first page, with verses below. The griffin carried off one sheep a day from a German village, till a man came with a "falchion" and split the griffin open. Goodness only knew what a falchion was, but there was the griffin, and his history was an improvement on the eternal cat.

"This," said Punch, "means things, and now I will know all about everything in the world." He read till the light failed, not understanding a tithe of the meaning, but tantalized by glimpses of new worlds hereafter to be revealed.

"What is a 'falchion'? What is a 'wee lamb'? What is a 'base usurper'? What is a 'verdant me-ad'?" he demanded, with flushed cheeks at bed time of the astonished Aunt Rosa.

"Say your prayers and go to sleep," she replied, and that was all the help Punch then or afterward found at her hands in the new and delightful exercise of reading.

"Aunt Rosa only knows about God and things like that," argued Punch. "Uncle Harry will tell me."

The next walk proved that Uncle Harry could not help either; but he allowed Punch to talk, and even sat down on a bench to hear about the griffin. Other walks brought other stories as Punch ranged farther afield, for the house held a large store of old books that no one ever opened—from Frank Fairleigh, in serial numbers, and the earlier poems of Tennyson, contributed anonymously to "Sharpe's Magazine," to '62 Exhibition Catalogs, gay with colors and delightfully incomprehensible, and odd leaves of "Gulliver's Travels."

As soon as Punch could string a few pot-hooks together, he wrote to Bombay, demanding by return of post "all the books in all the world." Papa could not comply with this modest indent, but sent "Grimm's Fairy Tales" and a "Hans Andersen." That was enough. If he were only left alone, Punch could pass, at any hour he chose, into a land of his own, beyond reach of Aunty Rosa and her God, Harry and his teasements, and Judy's claims to be played with.

"Don't disturb me, I'm reading. Go and play in the kitchen," grunted Punch. "Aunty Rosa lets you go there." Judy was cutting her second teeth and was fretful. She appealed to Aunty Rosa, who descended on Punch.

"I was reading," he explained, "reading a book. I want to read."

"You're only doing that to show off," said Aunty Rosa. "But we'll see. Play with Judy now, and don't open a book for a week."

Judy did not pass a very enjoyable playtime with Punch, who was consumed with indignation. There was a pettiness at the bottom of the prohibition which puzzled him.

"It's what I like to do," he said, "and she's found out that and stopped me. Don't cry, Ju—it wasn't your fault—please, don't cry, or she'll say I made you."

Ju loyally mopped up her tears, and the two played in their nursery, a room in the basement and half under-

ground, to which they were regularly sent after the mid-day dinner while Aunt Rosa slept. She drank wine—that is to say, something from a bottle in the cellaret—for her stomach's sake; but if she did not fall asleep she would sometimes come into the nursery to see that the children were really playing. Now bricks, wooden hoops, nine-pins, and china-ware can not amuse forever, especially when all fairyland is to be won by the mere opening of a book, and, as often as not, Punch would be discovered reading to Judy or telling her interminable tales. That was an offense in the eyes of the law, and Judy would be whisked off by Aunt Rosa, while Punch was left to play alone, "and be sure that I hear you doing it."

It was not a cheering employ, for he had to make a playful noise. At last, with infinite craft, he devised an arrangement whereby the table could be supported as to three legs on toy bricks, leaving the fourth clear to bring down on the floor. He could work the table with one hand and hold a book with the other. This he did till an evil day when Aunt Rosa pounced upon him unawares and told him that he was 'acting a lie.'

"If you're old enough to do that," she said—her temper was always worst after dinner—"You're old enough to be beaten."

"But—I'm—I'm not an animal!" said Punch, aghast. He remembered Uncle Harry and the stick, and turned white. Aunt Rosa had hidden a light cane behind her, and Punch was beaten then and there over the shoulders. It was a revelation to him. The room-door was shut, and he was left to weep himself into repentance and work out his own gospel of life.

Aunt Rosa, he argued, had the power to beat him with many stripes. It was unjust and cruel, and mamma and papa would never have allowed it. Unless, perhaps, as Aunt Rosa seemed to imply, they had sent secret orders, in which case he was abandoned, indeed. It would be discreet in the future to propitiate Aunt Rosa; but, then, again, even in matters in which he was innocent, he had been accused of wishing to "show off." He had "shown off" before visitors when he had attacked a strange gentleman—Harry's uncle, not his own—with requests for information about the griffin and the falchion, and the precise nature of the tilbury in which Frank Fairlegh rode; all points of paramount interest which he was bursting to understand. Clearly it would not do to pretend to care for Aunt Rosa.

At this point Harry entered and stood afar off, eyeing Punch, a disheveled heap in the corner of the room, with disgust.

"You're a liar—a young liar," said Harry, with great unction, "and you're to have tea down here because you're not fit to speak to us. And you're not to speak to Judy again until mother gives you leave. You'll corrupt her. You're only fit to associate with the servant. Mother says so."

Having reduced Punch to a second agony of tears, Harry departed upstairs with the news that Punch was still rebellious.

Uncle Harry sat uneasily in the dining-room. "Damn it all, Rosa," said he, at last, "can't you leave the child alone? He's a good enough little chap when I meet him."

"He puts on his best manners with you, Henry," said Aunt Rosa, "but I'm afraid, I'm very much afraid, that he is the black sheep of the family."

Harry heard and stored up the name for future use. Judy cried till she was bidden to stop, her brother not being worth tears; and the evening concluded with the return of Punch to the upper regions and a private sitting at which all the blinding horrors of hell were revealed to Punch with such store of imagery as Aunt Rosa's narrow mind possessed.

Most grievous of all was Judy's round-eyed reproach. "You usen't to be as bad as this!" said Judy, awestricken at the catalog of Black Sheep's crimes. "Why are you so bad now?"

"I don't know," Black Sheep would reply. "I'm not

if I only wasn't bothered upside down. I knew what I did, and I want to say so; but Harry always makes it out different somehow, and Aunt Rosa doesn't believe a word I say. Oh, Ju! don't you say I'm bad, too."

"Aunt Rosa says you are," said Judy. "She told the vicar so when he came yesterday."

"Why does she tell all the people outside the house about me? It isn't fair," said Black Sheep. "When I was in Bombay, and was bad—*doing* bad, not made-up bad like this—mamma told papa, and papa told me he knew and that was all. *Outside* people didn't know, too—even Meeta didn't know."

"I don't remember," said Judy, wistfully. "I was all little then. Mamma was just as fond of you as she was of me, wasn't she?"

"Course she was. So was papa. So was everybody."

"Aunt Rosa likes me more than she does you. She says that you are a trial and a black sheep, and I'm not to speak to you more than I can help."

"Always? Not outside of the times when you musn't speak to me at all?"

Judy nodded her head mournfully. Black Sheep turned away in despair, but Judy's arms were round his neck.

"Never mind, Punch," she whispered. "I will speak to you just the same as ever and ever. You're my own, own brother, tho you are—tho Aunt Rosa says you're bad, and Harry says you're a little coward. He says that if I pulled you're hair hard, you'd cry."

"Pull, then," said Punch.

Judy pulled gingerly.

"Pull harder—as hard as you can! There! I don't mind how much you pull it now. If you'll speak to me the same as ever, I'll let you pull it as much as you like—pull it out if you like. But I know if Harry came and stood by and made you do it, I'd cry."

So the two children sealed the compact with a kiss, and Black Sheep's heart was cheered within him, and by extreme caution and careful avoidance of Harry, he acquired virtue, and was allowed to read undisturbed for a week. Uncle Harry took him for walks and consoled him with rough tenderness, never calling him Black Sheep, "It's good for you, I suppose, Punch," he used to say. "Let us sit down. I'm getting tired." His steps led him now, not to the beach, but to the cemetery of Rocklington, amid the potato fields. For hours the gray man would sit on a tombstone, while Black Sheep read epitaphs, and then, with a sigh, would stump home again.

"I shall lie there soon," said he to Black Sheep, one winter evening, when his face showed white as a worn silver coin under the lights of the chapel lodge. "You needn't tell Aunt Rosa."

A month later, he turned sharp round, ere half a morning walk was completed, and stumped back to the house. "Put me to bed, Rosa," he muttered. "I've walked my last. The wadding has found me out."

They put him to bed, and for a fortnight the shadow of his sickness lay upon the house, and Black Sheep went to and fro unobserved. Papa had sent him some new books, and he was told to keep quiet. He retired into his own world, and was perfectly happy. Even at night his felicity was unbroken. He could lie in bed and string himself tales of travel and adventure while Harry was downstairs.

"Uncle Harry's going to die," said Judy, who now lived almost entirely with Aunt Rosa.

"I'm very sorry," said Black Sheep, soberly. "He told me that a long time ago."

Aunt Rosa heard the conversation. "Will nothing check your wicked tongue," she said, angrily. There were blue circles round her eyes.

Black Sheep retreated to the nursery and read "Cometh up as a Flower" with deep and incomprehensible interest. He had been forbidden to read it on account of its "sinfulness," but the bonds of the universe were crumbling, and Aunt Rosa was in great grief.

"I'm glad," said Black Sheep. "She's unhappy now. It wasn't a lie, tho. I knew. He told me not to tell."

That night Black Sheep woke with a start. Harry was

not in the room, and there was a sound of sobbing on the next floor. Then the voice of Uncle Harry, singing the song of the battle of Navarino, cut thru the darkness :

"Our vanship t'was the Asia—
The Albion and Genoa!"

"He's getting well," thought Black Sheep, who knew he song thru all its seventeen verses. But the blood froze at his little heart as he thought. The voice leaped an octave and rang shrill as a boatswain's pipe :

"And next came on the lovely Rose,
The Philomel, her fire-ship, closed,
And the little Brisk was sore exposed
That day at Navarino."

"That day at Navarino, Uncle Harry!" shouted Black Sheep, half wild with excitement and fear of he knew not what.

A door opened, and Aunt Rosa screamed up the staircase : "Hush! For God's sake, hush, you little devil! Uncle Harry is dead!"

(To be concluded.)

Mother's Clubs and Child Study.

Summary of a paper read by Mrs. Louise Beecher Chancellor, Bloomfield, N. J., before the New Jersey Child Study Association.

The scientists who devote themselves to child psychology face a difficulty which confronts no other class of workers. In other fields the student can own his materials. He can compare specimens at his leisure with the assurance that they are genuine representatives of a normal or an average type. But the student whose subject is the mind can own no specimens in his line of work. He does not dare any dangerous experiments dealing with human beings is too serious a matter. The psychologist has his attention called to exceptional cases. This is true even when he can have subjects to study in his own family. The psychologist is an exceptional man, and his children are exceptional children. He must draw his facts then from the world's great storehouse, often finding that conditions which he considers common are in reality unusual.

The public schools have opened up a wonderful ground for investigation. All over the country progressive teachers seem eager to start an exchange, co-operative, as it were, offering statistics and material which are to come back crystallized into wisdom that will give new power in the school-room.

While the teachers seem to lie in easy reach of the psychologists, a willing prey to their investigations, there is another class even more closely concerned with the children and much harder to reach their parents. Faithful work outside the home cannot atone for failures within.

The causes of home-failures are simple: lack of time, lack of means or lack of ability on the part of the parents, often a lack of all three. The ordinary mother takes care of her children herself. She works for them and her husband. She is occupied with doing. She has not as much time as she needs for thinking and planning.

I realize this most sadly in reading Mrs. Louise Hogan's "Study of a Child." There is an earnest student who devotes her life to one child for six years at least—the years about which she writes,—while, for the same period the child has the care of a nurse, and more than the usual care from his father. Three adults centering their interest on one baby, besides all the extra services from cooks, laundresses and other servants! With such demands the children would soon kill off their elders. And yet the mother of this child thinks that from observing the doings of such an exceptionally cared for little being, she can give information that will help the average mother, to which end she tells how she trotted after the little one thirteen times, with assistance of course from the nurse, to some source of mischief and pleasantly explained that he could not have it or do it, or whatever it was, until finally, either from fatigue or desire for a change, the child turned to some different amusement. The mother felt that she had conquered her little one by gentle means, but the ordinary mother will think that

here was a woman with a great deal of time to waste.

Now it is the purpose of mothers' clubs to bring the genius mother together to let them study each other's special merits; consider each other's methods; comfort, encourage, and instruct each other. The mother of one child has always much to learn from the mother of several children. And the fathers! They must not be forgotten! Mothers' clubs insist on the presence of the fathers semi-occasionally. They, too, are to be enlightened, even those fathers who are psychologists. There is a professor of psychology in New England, one of those exceptional fathers of exceptional children. I suppose it would take several visits to a mothers' club to make him believe that all children do not for months at a time think they are animals, birds, roosters, cats or dogs,—living under a hallucination that is more real to them than their own life. With all seriousness this university professor advises parents not to be alarmed at such mental conditions in their children, as they are outgrown in time without any shock or disturbance. Now we all know that children like to play they are one thing or another, and that their enjoyment depends on the intensity of their imaginings. But when the normal child is done with his play, he should not continue the mental effort of being what he is not, and the parents can assist in unveiling the personality by tactful means. For instance, just give the little rooster corn meal and water for supper with the suggestion that when mamma's boy gets home, there is bread pudding such as a little boy might like but which is too good to give to a rooster.

The teacher's place in the mothers' club is that of the intellectual mother. She meets the parents on equal ground, for while in the case of no individual child has she equal responsibility, the sum total of her share in all the children gives her more than one mother's hold on the community. The teacher finds it a great advantage to get an idea of her school-children's surroundings thru contact with their parents. The mothers are brought into sympathy with the teachers, and are convinced of their desire to do good for the children. For some parents still regard teachers as natural enemies of the young.

The advantages derived from the mingling of parents and teachers are great, but mothers' clubs have another cause for being. They exist largely because of new movements in psychology, because of interest awakened among psychologists in the life of young children. The scientists need help from groups of mothers just as they need help from teachers,—facts, observations, results. Moreover, psychologists are altruists. They do not expect to make discoveries which shall change silver into gold for their own benefit but they do hope to be able to change the quality of children's brains from silver to gold, from lead to silver, increasing the child's value to himself and to the world by cultivating what is good in him, and helping what is bad to die out.

While the psychologist is working to help children, he can do it only thru indirect means. The parents and educators must apply the principles he discovers. Unless then by a whole hearted co-operation, by the giving and taking of all there is to give and take, we work earnestly with the child students, the great advance guard of the millennium, we shall not be worthy of our children; and if the warnings and counsels of those who have discovered more than we can know fall on deaf ears, all the great work of the child student will have been vain and fruitless.

We claim then that the mothers' club is a child study auxiliary, docile and teachable in its attitude, waiting to be told how to do better than we are now doing for the children, and ready to give from the mothers' and children's own lives, what facts the scientist may care to know.

The scholars of the Middle Ages reveled in the abstract, and yet their abstract was an imagining of concrete things.

The dawn of a new era seems at hand with the modern idea of studying our beginnings. When mankind can have the right start in childhood, there is nothing to prevent our descendants arriving at a more wonderful maturity than we ever imagined.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MAY 13, 1899.

Progress of Reform Spelling.

The practical beginning of reform in spelling inaugurated by the National Educational Association last year, is steadily gaining ground. Quite a number of city school systems have already adopted the list of words suggested. Chicago is now taking the lead under the energetic leadership of Supt. Andrews. No orders have been issued, only simple recommendations to principals, but there is no doubt that all the schools will adopt the list. Dr. Andrews believes that the changes proposed by the N. E. A. are not radical enough, and are destined very shortly to be followed by others.

What will the poor croaking "conservatives" say now? As usual, when reforms are gaining a foothold, they are, for their own comfort, predicting all sorts of dire results that are to follow any tampering with the absurdities incrusting in English orthography. THE SCHOOL JOURNAL, The Teachers' Institute, The Primary School, and the other periodicals issued from this office, have collected quite a number of amusing threats from rabid "protectionists" who believe in retaining every tittle of the word-forms handed down from the printing shops of the past. A few consciences have troubled their owners so seriously that they canceled their subscription, rather than tolerate their eyes weekly or monthly to behold the iniquities perpetrated by the spelling reform committee of the N. E. A. The old woman who tried to sweep the ocean back with her broom has still some followers in this day and generation.

Old Glory Over Porto Rican Schools.

At a flag presentation to public school No. 79, of which Mr. Litchfield is principal, Col. Bakewell, of the Lafayette Post, G. A. R., said that he had been to Porto Rico to present to the schools of that island six hundred American flags in behalf of his Post. There is to-day, he said, not a school in Porto Rico, from north to south, from east to west, over which an American flag does not float. The school children of the island are patriotic Americans, and greet with perfect enthusiasm everything that relates to the United States.

University Extension in France.

The idea is daily gaining ground in France that education stops too soon. The majority of pupils leave school at about thirteen and go to work. Thenceforward they receive no education except that which the more sordid realities of life give. At the period of the moral crisis they are left without guidance.

Naturally, such education as they have got is lost. They speedily lose the attitude of the learner.

To preserve among the people that attitude is the aim of the so-called *post-scholastic* movement. It seeks by frank copying of the *university extension* and the *university settlement*, as found in England, to lead people to continue their education after they leave school. It is weak in that it has not as yet gained the favor of the

classes of wealth and political power; it is strong in the almost fanatical devotion of the whole corps of French teachers.

Pittsburg Drops Mr. Luckey.

George B. Luckey is no longer superintendent of the Pittsburg schools. Who would have believed it? Good-natured, genial, and all that, but—a politician. The day of the political school superintendent is waning. There is no longer any doubt about it. A few cities are still allowing their schools to be run as part of the political machinery, but they will surely wake up before long and join those who believe in the educational mission of the schools.

Poor Luckey! As soon as he learned of his defeat he applied for the principalship held by his successor in office, but he was shut out. Pittsburg has thirty-nine local boards of school trustees, six members each, and these 234 elect the superintendent. Just 200 were in convention, 108 of whom voted for Mr. Samuel A. Andrews, and 92 for Mr. Luckey. Mr. Andrews is about fifty-two years old. He was born in Robinson township, where he also began his career as a teacher. In 1872 he became principal of a Pittsburg school, the Stevens school, where in his fifteen years of service he won an enviable reputation as an energetic and progressive educator. He has held the principalship of the Howard school in the same city for the past twelve years. He is in sympathy with all progressive movements in education and has long been considered a safe leader by his colleagues. Under his administration the Pittsburg schools ought to make rapid strides forward.

The older readers of THE SCHOOL JOURNAL will remember the efforts the friends of educational progress in Pittsburg have made from time to time. The introduction of the new course of study marked their first victory over the faction which was in control under Mr. Luckey's regime. They will have smoother sailing now. But too much must not be expected at once. Mr. Andrews has before him a severe task. Success to him!

The railroads included in the Trunk Line Association have agreed upon one fare for the round trip between New York and Chicago subject to all ticket conditions of the Western roads. This now makes a rate of one fare for the round trip to Los Angeles for the N. E. A. meeting plus \$2.00 membership fee. This agreement gives a rate of \$83.75 for round trip exclusive of sleeping car accommodations. The cost of sleeping car berth each way is \$20.00. Persons desiring to return via Northwestern Pacific R.R. will add \$12.50 to the above rate.

A pathetic case was referred to in an Ohio paper; it was of a kind-hearted teacher who had had some mean tricks played on her by her older pupils. The people could not understand how their children could behave so to one who was unable to be anything but kind to them. Is kindness to be the prominent feature? No, the first thing is justice, the thing that is best for the child. The wise mother gives castor oil to the child if it needs it, even if it does not like it. The wise teacher does not claim it is wholly pleasant to go to school. There must be effort and oftentimes struggle and self-denial; sometimes there is real pain as when a pupil is made to stay after school and study a lesson. The art of teaching does not consist in removing all sources of pain, but in stimulating the pupil to labor even if there is pain.

Present Day History and Geography.

The Disarmament Convention.

Considerable interest is manifested in the United States in the congress that will meet May 18 at The Hague to discuss the question of retrenchment in the army and navy expenditures of the great nations of the world. The propositions of the czar of Russia are to be carefully discussed. One curious thing to note is the attitude of hostility toward the congress on the part of nearly all the European socialists. Much as they desire conditions of universal peace, they distrust any proposition that comes from the Russian government.

The Field of War.

There is still a great deal of fighting in the Philippines. A new stage of the campaign was entered upon with the passage of the river at Calumpit. Then the army got into the province of Pampanga, inhabited by tribes which are for the most part hostile to Aguinaldo. Across this province Gens. Lawton and MacArthur are sweeping in the direction of San Fernando, its capital. From there the campaign will probably pass into the province of Tarlac, of whose inhabitants nothing is known. If the retreat continues straight to Dagupan, the deciding battle will most likely be fought somewhere along the line of the railroad. It is not impossible, however, that the native forces will escape to the northeast, in which case the war will be prolonged.

Meantime the war to the south of Manila is still in active progress. On May 4, the Filipinos undertook to break thru the lines of Gen. Owenshine. The attempt failed, but the enemy maintained a constant fusillade for several hours. The demonstration was ineffectual beyond scaring the inhabitants of Malate.

A censorship has been established over the mails to the Philippine islands. By order of the postmaster-general certain pamphlets written by Mr. Edward Atkinson, the well-known economist, and addressed to Admiral Dewey, Gens. Hale and Otis, and Commissioners Schurman and Winchester, have been held up in San Francisco. The general opinion is that Mr. Atkinson, who is president of the Anti-Imperialist League, of Boston, is trying to corrupt the army. He has already endeavored, with his treasonable writings, to undermine the integrity of our patriotic Congress.

There has been talk of arresting Mr. Atkinson upon the charge of giving aid and comfort to the enemy, but it is probable that he will escape with no severer punishment than that vilification and obloquy which in this country is visited upon the adherents of an unpopular cause.

Since Mr. Atkinson's pamphlets were interdicted from the Philippine mails, the demand for them has been increased so enormously that a new edition has been ordered printed.

Spain Friendly Again.

When a nation is at war with another it withdraws its ambassador. The war being over Spain has sent the Duke of Arcos here as diplomatic minister; we send there Mr. Bellamy Storer, at present minister to Belgium. The Duke of Arcos was the Spanish minister to Mexico; he married Miss Virginia Lowery, of Washington, D. C. Mr. Storer's place is filled by Mr. Lawrence Townsend, of Pennsylvania, and the latter's place by Hon. John N. Irwin, of Iowa.

The Venezuela Dispute.

The commission to settle the boundary between Venezuela and British Guiana meets at Paris. Ex-President Harrison is one of the members. The territory in dispute covers 60,000 square miles, a tract larger than New York, Massachusetts, and Connecticut. Venezuela bases her claim to her inheritance from Spain; Guiana hers from the Dutch; Venezuela contends that the territory west

of the Essequibo river belongs to her. This was unsettled until gold was discovered about twenty years ago; then the British went there and began mining and are reluctant to leave.

The Cruise of the Belgica.

Exploration in the Antarctic seas is apparently far more difficult than in the Arctic. The very low latitudes have never been reached at all. According to the latest news from the Belgium Antarctic exploring expedition the Belgica never reached a lower point than the seventieth parallel. The ship left Punta Arenas on March 11, 1898, and sailed south to Alexander I. island, where she was caught in the ice. Then for twelve long months the explorers drifted about the Antarctic ocean in the middle of an ice-field that extended in every direction as far as the eye could reach. They had seventy days of absolute darkness during which they could take no observations. During the rest of their imprisonment observations showed that they drifted in a generally westerly direction. Of fresh meat they experienced no lack, for seals and penguins were plenty. In March last the Belgica was able to slip out of the ice pack and made for Punta Arenas in Terra del Fuego. The reports that they discovered active volcanoes have not been confirmed.

Mr. Carnegie Sells Out.

Andrew Carnegie has disposed of all his interests in the steel company that bears his name. His co-partners, to the number of thirty have bought him out. The price is reported to have been over \$100,000,000. The reorganized company has been incorporated at Trenton with a dummy capital of \$2,000. It is understood that this incorporation is merely a preliminary to the formation of a trust which will include all the large firms of the country. The capital will be not less than \$600,000,000.

Mr. Carnegie thus retires with an assured income of \$5,000,000 a year from the business at which he first worked for two dollars a week. He is quoted as saying that he shall not leave his daughter an especially rich woman. This means that the greater part of his fortune will go to charitable and philanthropic enterprises. He has already expended \$17,000,000 in such directions. He believes that a rich man who does not give liberally is a disgrace.

A Gas War.

The four companies that control the consumption of gas in New York city have had a falling out and there is a chance that honest men will come to their own in the shape of fifty-cent gas. The rate has been \$1.10 per thousand. Last week the Consolidated cut its rate to sixty-five cents. The other companies at once followed suit and next day the New Amsterdam Company reduced the price still further to fifty cents. It is said that while the other companies have not as yet made any effort to meet the New Amsterdam, their agents have given a great many of their patrons to understand that no section of the city will be discriminated against in the matter of rates. If one section gets gas for fifty cents, all will.

Detroit Street Railways.

No agreement has yet been reached in regard to the price of the street railways which the city of Detroit hopes to own. On the one side is the Detroit street railway commission, headed by Gov. Pingree, offering \$15,000,000 for the plant. On the other side are the corporate interests controlled by Tom L. Johnson, standing out for \$17,000,000. The humor of the situation consists in the fact that Mr. Johnson is himself one of the foremost advocates in the country of municipal ownership of natural monopolies. He has always, however, declared that just so long as the public permitted him to grab franchises, so long he should do so. Very lately he announced his intention of disposing of all his business in order to give his entire time to

the advocacy of the single tax. It is probable that when he gets his price he will do so.

Money for Schools.

By the death of the Baroness Hirsch the bulk of the money in her possession goes into charities, nearly two millions coming to New York for the schools established by Baron Hirsch. George Peabody gave eight millions to schools at the South; that is, the income. Mr. Rockefeller has given about five millions to the Chicago university. Mr. Armour has given about three millions to found an institute in Chicago. Mr. Pratt gave about two millions to found an institute in Brooklyn. Mr. Drexel gave nearly as much to found an institute in Philadelphia. These are by no means all.

Railroads in Persia.

The Russian government has decided to construct a railroad from Alexandropol to Julfa, which is on the frontier of Persia; the aim is to reach Tabriz, the capital of Azerbaijan. Persia exports now about fifty-five millions, half of this is done by England and the rest by Russia. The length of the road projected is 250 miles; but other roads to connect with this are projected; in all 1,000 miles will be built in time. Tabriz has a population of 175,000; from Julfa (the end of the Russian road) to Tabriz it is 80 miles, so that in a short time Persia will have railroads; the shah has said none should be built in this century.

This Busy World.

Value of Trees.

It is found that trees play a very important part in making the world healthful. We must not think trees are here solely to cut down for fuel or timber. Vegetation is the means by which the atmosphere benefits the earth; it is the earth's good friend. It is seen that where the trees have been cut off the winters are colder and the summers hotter. The beautiful brooks and creeks disappear in the summer; the springs that caused them were sheltered by trees; these removed and the spring is dried up. Diseases of treeless countries are unknown among forest dwellers. These things have caused people to plant trees whenever possible.

Washington was Knocked Down.

The boys in a public school in Philadelphia were told by a school officer an interesting anecdote of Washington; he was, while a colonel, at Alexandria and in a political discussion spoke hotly and was knocked down by a Mr. Payne. The next day Washington sent a polite note to his adversary and on his arrival apologized, saying, "To err is human nature; to rectify error is glory; I was wrong yesterday." The boys learned that Washington was truly great before he was made commander-in-chief of the American army. It does not make one great to lead an army; one must be great already to do it successfully.

Export of Iron Rails.

The American Steel works received an order for 75,000 tons of rails for the North China railroad, an extension of the Trans-Siberian system. It had an order for 35,000 tons for Australia. The former will go by steamer thru Suez; the latter by sail vessels around Cape Horn. Much of the ore for these rails comes from Cuba, from the place where our men landed to take Santiago; we send down coal and bring back ore.

Reform Needed in Japanese Writing.

Now that Japan is copying the occidental nations in so many other respects, her liberals are wondering how long the awkward system of Chinese ideographic writing will be preserved. A national committee on the reformation of writing has been appointed by the emperor to look into the matter from all sides. Mr. T. Asashina, editor of the *Nichi-Nichi Shinbun*, is publishing a series of articles advocating the adoption of the Roman alphabet.

Letters.

Ambidextral Observations.

Having given the subject long and careful study, I am entirely inclined to agree with Dr. W. T. Harris, whose able letter appeared in *THE SCHOOL JOURNAL* for May 6, that ambidexterity has not yet had its right to a special place in education well proven. The relative use of both hands depends very much upon the nature of one's employment, and my observation and experience have been that where any work calls for unusual skill or exertion from the left hand, the same can be cultivated to a high degree within a reasonable time, whether or not foundation has been laid in early scholastic training. As cases of this kind are but few among many, and inconveniences from right-handedness are rare, it would hardly seem wise arbitrarily to incorporate special uses of the left hand into the already full curricula of American schools.

It is not the purpose of this communication to answer Dr. Harris' letter—in fact that task calls for a champion of the other side—but in a degree to show, if possible, how habit and the occasional necessity satisfactorily decide this matter without the attention of the schoolmaster. If this effort serves the purpose of leading on to more scientific discussions, the writer's only object will be fulfilled.

For proof of the adaptability of the left hand to any work which may be required of it, go into a watch factory and observe the operatives. How deftly they use their fingers, how accurate every movement! The variation of one-eighth of an inch in a movement might cost them the price of a week's work, so accurate must they be, and yet they continue, their fingers flying swiftly day by day, almost without an error. They are not using the right hand alone. The left is doing its part. Perhaps at this machine, or that table, the office that the left hand performs is the more important of the two, but it is trained and is true to its master. The factory operator was as awkward at his work the first day he began at it as the child is in its efforts to handle material things, with the single exception that the operator knew what his hands were for, and they had been trained to respond to his will in their ordinary movements. But how long did it take him to become proficient? Perhaps one year, or two years. So you can train the left hand in the same length of time to perform any act correctly which can be done with the right.

An instance of remarkable ambidextrous training is reported on the authority of a well known trade paper, which is worth repeating in this connection. Some years ago several hundred operatives were working in a cotton mill in Connecticut on machines upon both sides of which were appliances requiring almost constant attention. It had been the practice of these operatives to use the right hand only for making the shifts necessary on both sides of the machines, directly in front of which they were standing. The foreman, a resourceful man, determined to see if he could not make both of their hands equally serviceable for the simple work required. It was a difficult matter at first, but he carried his point, and today, so far as their work is concerned, the operatives under him are practically either-handed. When the cotton industry was at its lowest ebb two or three years ago, the same foreman stated in an interview that this single economy in time and labor had, for months together, marked the difference between profit and loss in the production of cotton goods.

Probably most mechanics consider it as much as they can do to learn a trade right-handed, yet there are operations connected with all trades in which it would be convenient to work with the left hand. The tinner, for instance, is often placed in positions where ambidexterity would be valuable, and sometimes almost indispensable, as are also most mechanics who work about buildings, and are thus placed in positions where it is advantageous to use hammer or other tool with the left hand. The

painter who is able to use the brush with either hand can work to much better advantage, and should command better wages than his less well-equipped helper. Even tho admitted, as claimed by some, that it is no more natural to be right-handed than left-handed, we all know that, what amounts to the same thing practically, we get into the habit of using one of them much more than the other, and all mechanical appliances, and nearly everything designed for human use is, by common consent, made right-handed. Some machines, like the typewriter, do not favor one hand or the other; and yet in a year or two their practical efficiency is equal, or at least the disparity is unnoticeable. Yet when we begin to write, it seems as if the handicap could never be overcome.

And while contending that special ambidextral training is uncalled for in the school-room, it is perhaps worth while to register an earnest protest against the not infrequent custom of restraining the left hand unduly. Because it is not intended or desired to give it more use than the other is no reason why it should be bound into inactivity, as is often done, in the fear that it may be favored over the right. Rather let us encourage *natural* equal-handedness, and then rely upon the form of tools and appliances to give the deciding tendency to the right hand. That is, in my opinion, a much better way than to tie up the left hand in childhood, and then attempt to educate the youth in the art of equal-handedness.

Take a child when it is first able to sit alone, and it is, properly speaking, neither right or left-handed. Offer it an object and the chances are about equal that it will reach for it with its left hand. Everyone has noticed this. How it worries the mother, and how she struggles for weeks or months, or until the child has got into the habit of using the right hand, to prevent it from becoming left-handed. Offer to shake hands with it, and as likely as not it extends its left. "Not that hand," says the mother; "Give the gentleman the other hand." And after being extended two or three times the mother apologizes by saying that she does not understand why it wants to give its left hand; that she is sure that none of her people or her husband's is left-handed. And then, when the little thing is put up to the table it insists upon taking its fork more or less in the left hand. Every child does it, with hardly an exception. Then the mother makes sure of her point by tying the left to some part of the high chair. Both hands are certainly made for use, but until they have been trained, both seem useless appendages. The child will ram its fists into its mouth or eyes or anything that is within reach. It does not know what its hands are for, and it has not the least idea what to do with them.

All persons have certain things which they do with their left hands, and which, from never having done the same things with their right, they would be as awkward about, were they to attempt it, as they are now about doing things with their left hands which they have trained their right only to perform. Nearly everyone holds a garment in the left hand to put it on. Why? Well, they learned to do it that way because their mothers taught them no other way. And in putting on a garment this way—putting the right hand in first—the left hand performs all the work. It holds the garment, draws it on to the right arm, and then when the right arm crooks and the right hand comes up and catches the lapel of the coat, the "awkward" left hand goes around behind, catches the coat, straightens it out, as it were, and proceeds to search for a place to insert itself, and having found it goes in and actually puts the coat on. And now, which hand do you button with? Nine people out of ten use the left, and cannot use the right without great inconvenience. They never learned that way. In guarding against the use of the left hand that was one thing the mother forgot.

Pugilists use their left hands to protect themselves from the blows of the adversary, and probably the hardest blows ever struck in the prize-ring are the "left-handed"

ones. "Landed one with his left" is almost as much of a stock phrase in the report of a fight as is "dull thud" in a hanging report.

In closing this communication, I wish to offer for discussion these queries, discussion of which might be profitable in connection with the larger subject:

1. Is it true that persons who lose the use of the right hand entirely after youth may learn to write equally well with their left?

2. The statement is credited to Delsarte that the left hand and foot are stronger than their right counterparts. I have looked in vain for substantiation of the same? Is the fact as stated?

3. Is it true that persons who have been trained in special use of the left hand from infancy are better performers on the piano than others?

4. It is said that doctors cannot tell by dissecting a corpse whether the subject was right-handed or left-handed, and that there is no difference in the physical condition of the two members. Is proof of this statement forthcoming?

ROBERT BRUCE.

Clinton, N. Y.



Sunshine Society.

Four years ago last Christmas the head of the women's staff of reporters of a New York daily paper, Mrs. Cynthia Westover Alden, suggested to her assistants that in the customary exchange of Christmas cards they should not write their names upon the cards, but use them in accordance with the "pass-it-on" principle; that is to say, after enjoying the picture or the sentiment themselves, give or send the card to some one else to whom it might bring an equal amount of pleasure. In carrying out the idea, some pleasant experiences were met with in the happiness and gratitude of the recipients, especially in the case of some invalids and "shut-ins." A brief history of the occurrence being printed in the paper, inquiries began to pour in, others adopted the idea, and the custom gradually extended. A report was made occasionally on the "Woman's Page" of the New York Tribune and thus a "movement" was developed which came to be known as the "Tribune Sunshine Society." In four years it has grown to be a complete organization with a constitution, a membership of more than eight thousand, a badge, a motto—"good cheer" a floral emblem—the coreopsis, colors—yellow and white, and a society song—"Scatter Sunshine."

The forms of work are now unlimited. The membership fee as defined by the constitution shall consist of some act or suggestion that will carry sunshine where it is needed. This may be the exchange of books, periodicals, pictures, etc.; loaning useful articles or giving those that have ceased to be of use to the owner; suggesting ideas that may be utilized for the benefit of the sick; work or employment that can be done by a "shut-in"; fancy work, or materials for it; holiday suggestions, flowers, a general exchange of helpful ideas.

The movement has extended to Europe, Asia, and Africa, and has become an International Sunshine Society.

A lady in Traverse City, Michigan, whose husband publishes a weekly paper has developed a "Junior Branch" with more than 1100 members scattered mostly thru the rural districts. The children take great delight in sending pictures, books, and various toys or other articles to each other, and it is surely a desirable training in habits of kindness and consideration for others. The movement seems to be an expression of practical Christianity. As it is interesting many teachers I add that I have prepared a pamphlet on the subject giving some account of the spirit and methods of the work, how to form branches, etc.; it contains the Society Song, words and music, the constitution and by-laws, some account of the "Don't Worry" movement and other interesting reading; it will be mailed for five cents to any who may wish it.

THEODORE F. SEWARD.

46 East 14th St., New York.

The Educational Outlook.

Against Union with Harvard.

BOSTON, MASS.—In the annual report of the president of the Massachusetts Institute of Technology the details are given of recent negotiations with Harvard university, looking to an avoidance of duplication of courses. The negotiations came to nothing because the Harvard committee stood out for certain conditions that tended toward the establishment of a union between the two institutions. This actually meant an absorption of the technical school into the university.

The arguments against such an absorption are brought out in the report. It is asserted that the Institute of Technology is not in the same class with the law and medical schools. It has a right to an independent existence alongside of the college as a training school for the all-round work of life. It is an institution that ought not to develop into a mere professional school as it aims to produce the highest type of broadly trained men.

To Assist Mr. Powell.

WASHINGTON, D. C.—Mr. W. B. Murch, principal of the Force school, has been appointed assistant superintendent of schools with a salary of \$2,000. The appointment was rendered necessary by the increasing amount of business that now falls upon Supt. Powell. The new official will be responsible for—(1) The purchase, distribution, and care of text-books and other supplies; (2) the preservation and annual scheduling of property; (3) the equitable distribution of funds; (4) the heating and lighting arrangements; (5) the hiring of janitors and other assistants.

A Women's Educational Club.

BUFFALO, N. Y.—The Women Teachers' Association of this city is now in its tenth year. It owns its chapter house, has a retirement fund, keeps up classes and lecture courses, and is in every way an up-to-date club. Among the lecturers during the past winter have been Henry T. Bailey, of Boston, James L. Hughes, of Toronto, and Milton Bradley, of Springfield, Mass. Teas, fairs, and sales for the benefit of the building fund have been held during the past year. Any woman teacher of the public schools is eligible to membership.

Springfield Library Association.

SPRINGFIELD, MASS.—The latest publication of the association is a brief bibliography on the subject of the teaching of geography. The pamphlet was prepared by Will S. Monroe of the state normal school at Westfield.

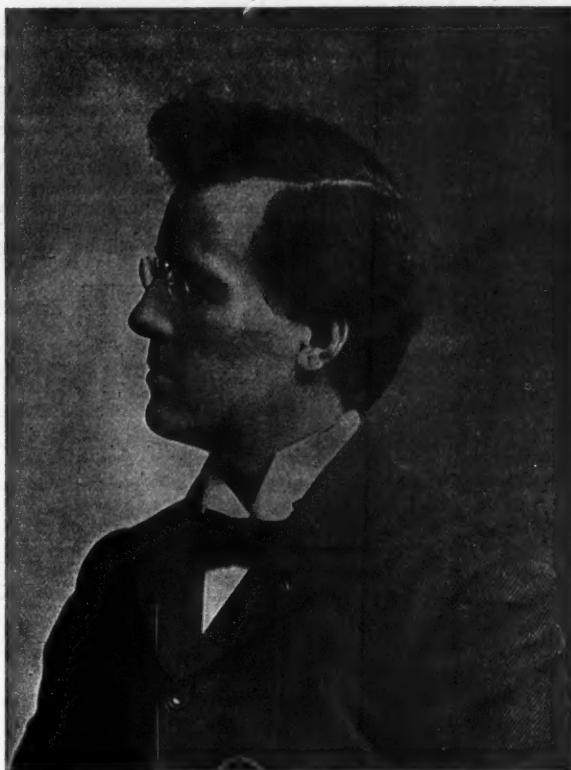
At the same time the association is sending out a card, descriptive of the Springfield library.

Register of Professional Education.

ALBANY, N. Y.—A register of professional education is being prepared under the auspices of the University of the State of New York, giving the requirements for admission to professional study throughout the civilized world. It is expected that the United States section will be completed by June 1, 1899, and the sections relating to other countries, by January 1, 1900. From the register a monograph is to be prepared for the Paris exposition on professional study in the United States.



EX-SUPT. GEORGE B. LUCKEY, of Pittsburg, Pa. He is succeeded by Mr. Samuel Andrews, who has proved himself a progressive educational leader as principal of one of the largest Pittsburg schools.



PROFESSOR EDMUND J. JAMES, of the University of Chicago, Who is a member of the International Committee in charge of the Congress of Commercial Instruction, held in Venice, Italy, May 4 to 8.

Supervisors in Danger.

NEW HAVEN, CONN.—School circles in this city are wrought up by the suggestion that on account of lack of funds the board of education will have to cut off the supervisors of special instruction. The principals of the city are unanimous in agreeing that it is important to have the supervisors retained. In especial, Mr. Myron T. Scudder, of the Hillhouse high school, has given out a statement of his conviction that the high school would suffer greatly thru the proposed change. The special teachers are not, he says, particularly necessary in high school work, but what they do in getting pupils ready for the high school is of inestimable value. Experience elsewhere has taught him the value of the New Haven supervision in penmanship. Pupils come up to the Hillhouse school with a correct handwriting. This is true also of drawing and music. The children must get these things before they enter the high school. It is certain that their efficiency in these directions is greatest where they are taught by teachers who work under expert supervision.

For the Best Physical Training.

BOSTON, MASS.—The catalog of the Boston Normal School of Gymnastics reveals a rapidly growing interest in physical education. In 1891 the graduating class was composed of eleven members; this year there will be twenty-five graduates, while the present junior class, with forty-four members, promises to break all existing records.

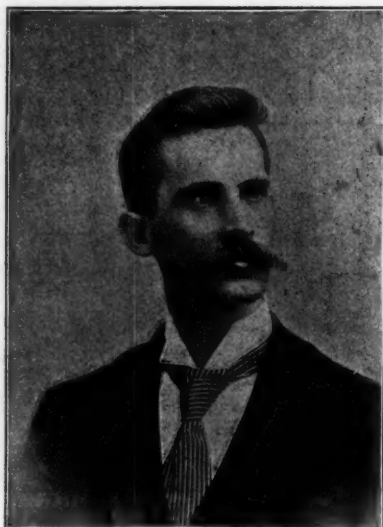
The school was established under the will of the late Mrs. Mary Hemenway, and provides for thoro and scientific instruction, not only in the Ling system of gymnastics, but also in those general principles of physiology and psychology upon which sound physical training must depend. The course covers two years.

Chautauqua Summer Schools.

The catalog of the Chautauqua summer schools, which has just been issued, announces the work for 1899. The fourteen schools offer 112 different courses under seventy-three instructors. The teaching staff includes representatives from Columbia, Yale, Chicago, and Michigan universities, McMasters university of Toronto; also Clark, Northwestern, Syracuse, and Wesleyan universities, the United States Naval academy at Annapolis, and a large number of other well-known institutions. The schools open July 8, and close August 18. Two new schools have been added to the list for the coming summer,—the school of domestic science, which offers a six weeks course in the general principles of domestic science, with laboratory courses in physics, chemistry, bacteriology, etc.; and the school for parents, under the charge of Dr. Luther Gulick of Springfield, Mass., which will devote a period of two weeks to the study of problems of the home.

Changes in Teachers' Examinations:

BUFFALO, N. Y.—A bill has been passed by the legislature amending the old system of teachers' examinations in this city. The changes were brought about as the result of recommendations made in the last annual report to the common council, of the board of school examiners. The city charter adopted in 1892 provided for three grades of teachers for high school, grammar, and primary work. This classification made no provision for examination of principals or special teachers, and in addition, sewing has been introduced and kindergartens have been made a part of the school system. The amendment to the charter removes this inconsistency by providing for high



D. L. Hower, Superintendent of Wayne county, Pa., who was re-elected May 2.

school teachers, principals of grammar and primary schools, assistant teachers in grammar and primary, and special teachers of German, music, drawing, and kindergarten.

Northern Illinois Association.

DIXON, ILL.—An interesting but plain talk was given by Pres. George W. Andrews, of La Salle, before the recent meeting of the Northern Illinois Teachers' Association. His subject was "The Public School" and, in the course of his speech, Pres. Andrews suggested that teachers should not concern themselves too much about political and religious influences in the schools; that strict adherence to their own business would fully occupy their time; and that they should not be diverted by new ideas from their effective friend the birch rod. The teacher can best serve the public by seeking his own general improvement. The profession of the teacher should broaden, not narrow, his ideas of social and pedagogical responsibility. There are other duties not bounded by the four walls of a school-room which ought to be considered.

The April meeting of the association was an excellent one, with more than 1,500 teachers present. The nominating committee returned the name of F. N. Tracy, of Kankakee, for president. Among the speakers at the various sessions were State Supt. Alfred Bayliss, Supt. E. B. Andrews, of Chicago, and Dr. William A. Quayle, of Indianapolis.

Extent of Teacher's Control.

LITTLE ROCK, ARK.—In response to a letter of inquiry, State Supt. J. J. Doyme has given the following decision as to the control of the pupil by the teacher.

The teacher has control of the pupil while he is at school and also while he is out of school and not under the parental eye, so long as his conduct may in any way affect the school interests and extend its influence to the pupils in attendance at the school.

Supt. Doyme submits several decisions of supreme courts with reference to the matter. One of these, given in reference to a Missouri case, is worth quoting.

If, reads the decision, the acts done out of the school-room while the pupils are returning to their homes and before parental authority is assumed, reach within the school-room and are detrimental to the good order and best interests of the school, no good reason is perceived why such acts may not be forbidden and punishment inflicted on those who commit them. The effects of the scholars using to and with each other obscene and profane language, quarreling and fighting among themselves on their way to their homes, would necessarily be felt in the school-room, engendering hostile feelings between the scholars, arraying one against the other, as well as the parents of each, and destroying that harmony and good will which

should always exist among the scholars who are daily brought in contact with each other in the school-room.

Inadequate Facilities.

PHILADELPHIA, PA.—The report of the Public Education Association of this city recently issued, states that the centralization of high school opportunities is believed by the association to be largely responsible for the small percentage of students entering these institutions. With a population of 1,300,000, says the report, and an area of 129 square miles, Philadelphia has but one high school for boys and one for girls, and an unfavorable comparison is made between this city and other cities in the country, which have a number of high schools widely located so as to better serve the interests of the children.

In the same report attention is called to the inadequate supervision given the subject of drawing in the schools, and it is suggested that a corps of at least nine supervisors is indispensable to the successful conduct of this department. Lack of funds, coupled with ever increasing lack of accommodation, has been the main reason for insufficient enforcement of the compulsory education law.

Admission to Normal School.

DAYTON, OHIO.—The board of education has established a new rule for the admission of high school graduates to the Dayton normal school. Heretofore all candidates have been admitted without restriction, thus flooding the school with pupils many of whom do not intend to become teachers. The rule now provides that high school graduates, not to exceed twenty-five in number, and having the highest grades in their senior year, shall be admitted without examination to the normal school. This will prevent overcrowding and at the same time send into the normal only the best material from the high school.

In and Around New York City.

Polytechnic Changes.

The corporation of the Polytechnic institute has elected Mr. Henry Sanger Snow as president. Mr. Snow was graduated from the institute in 1878, and two years later from the Columbia College Law school. He has been a trustee of the institute since 1889, and is chairman of the corporation. He is treasurer of the New York and New Jersey Telephone Company, and has long been prominent in social life in Brooklyn. He will look after the business administration of the institute. Prof. Brainerd Kellogg, A. M., LL. D., who has been professor of English language and literature in the institute for thirty years, has been appointed dean of the faculty, and will supervise the higher department of the institute. Mr. Lawrence C. Hull, senior master of the school at Lawrenceville, N. J., has been made principal of the academic department. The aim of the corporation is to distribute the duties among the president, dean, and principal of the academic department, which Dr. Cochran discharged for the most part himself.

The Schoolmasters' Club.

The regular monthly meeting of the Schoolmasters' club for May, to be held the 13th, will be ladies' night. The program will be musical in character, several well-known artists having volunteered their services.

A GROUP OF JERSEY CITY SCHOOL PRINCIPALS.



- | | | | | | |
|----|----|----|---|---|---|
| 15 | 18 | 13 | 7 | 5 | 2 |
| 16 | 14 | 11 | 8 | 6 | 1 |
| | | 12 | 9 | 4 | |
1. C. S. Haskell, (Now a member of the boys' high school faculty, Manhattan.)
 2. P. S. Hulsizer,
 3. J. C. Binehart,
 4. W. B. Du Rie,
 5. W. S. Sweeney,
 6. J. W. Wakeman,
 7. C. A. Hoyt,
 8. H. Linsley,
 9. J. J. Hopkins,
 10. J. H. Brensinger,
 11. A. D. Joslin,
 12. A. B. Guilford, (Who died since this photograph was taken.)
 13. L. A. Goodenough,
 14. Edward Kelly,
 15. F. W. Eveleth,
 16. J. T. Mackey.

Collections of Pictures.

Dr. Edward R. Shaw, dean of the New York University School of Pedagogy, has had on exhibition in his lecture room for several days past an interesting and valuable collection of pictures of various kinds, suitable for school-room use. Many of these are photographs in color, selected with a view to their value as aids in the study of geography and allied subjects. As a means of showing how much the magazines may furnish for this work Dr. Shaw has collected with great care illustrations of interest in connection with history, geography, and art. The exhibit makes evident the fact that there is no reason why any teacher should not have such a collection at very small cost.

Shifting of the Date of Payment.

Once more it is asked why the Brooklyn teachers get their pay on the first of each month while the Manhattan teachers must wait until the middle of the month. A writer in the *Commercial Advertiser* explains that the custom of mid-monthly payments grew up in Manhattan thru the negligence of some principals who, tho required to get their pay rolls ready before the first of each month, never would do so. Gradually the date of payment was pushed into the next month until, for the sake of uniformity, it reached the fifteenth. Even now the public auditing department experiences great inconvenience for the habit a few principals have of not submitting their rolls until the seventh or eighth of each month.

That the fault does not rest with the auditing department is shown by the fact that the average pay-roll remains in that office for only about two hours. During that short time every item has to be verified and checked, any additions or subtractions noted, etc. The number of delinquent principals is said to be very large this month.

Principal Stebbins' Troubles.

The Brooklyn papers have given a great deal of attention to the attempt of the Parents' Association of Public School 77, in the borough, to secure the permanent appointment of the substitute teacher who now has charge of the graduating class. Rumors have for some time been circulated to the effect that owing to the opposition of several of the members of the committee, the teacher in question would not be appointed. To express the sense of the community an open indignation meeting was held under the auspices of the association and several rousing speeches were made. Of the board members who were invited to be present, only Mr. Everts attended and he is reported to have expressed the opinion that the inquisition to which Principal Stebbins, of the school was subjected by members of the association was, in his opinion, distinctly subversive of discipline.

The Youngest Principal.

Miss Kate McDona, who was recently installed as principal of the primary department of P. S. No. 70, is barely thirty years of age. She has charge of twenty-six teachers and more than a thousand children. After four years of teaching Miss McDona became assistant principal. On May 1, 1897, ten years from the time of her appointment as teacher, she passed the examination for principal, receiving her appointment a few weeks since.

Queens Borough Teachers' Association.

The regular quarterly meeting of the association was held May 6, in the assembly room of the Jamaica high school. Dr Charles De Garmo, professor of education in Cornell university, gave an address on "The Function of Women in Modern Education."

Sewing Without a Needle.

Sewing without a needle sounds paradoxical, yet Mrs. Maria Kraus-Boelte, at a meeting of the Kraus Alumni Kindergarten Association, demonstrated its possibility and usefulness in connection with the kindergarten occupation of "Sewing Out." The absence of the needle and small holes, often trying to the eyesight gives the child fewer tasks to tax the brain with, and the principles being the same as in the sewing with a needle, it prepares the way for that work and makes the needle seem simply an addition to an already familiar occupation.

"Sewing without a needle," when the preparation of the material is made, can be done with the eyes closed. The materials consist of checkered cardboard, a pair of scissors, and a ball of worsted or colored twine. A few cuts made from the edge of the cardboard toward the center, enables the worsted to be passed in and out of the openings, and thus all lines and forms used in the sewing can be carried out in a manner simple enough for the younger children to grasp. This idea was formulated from the canvas work of our grandmothers' day, and, altho Mrs. Kraus assures us that it is still in its embryonic state, it will, even now, prove its value to all kindergartners who will take an interest in the art.

Richmond Hill Library.

Richmond Hill free circulating library with upwards of a thousand volumes opened for circulation Saturday, April 8. Mr. Jacob A. Riis, author of *How the Other Half Lives*, who is a resident of Richmond Hill and one of the library trustees has offered to give a lecture for the benefit of the library in the near future.

The executive committee of the Palisades library has issued

invitations to a formal reopening of the library in the "Big House" the evening of April 27.

Eligible List for Principals.

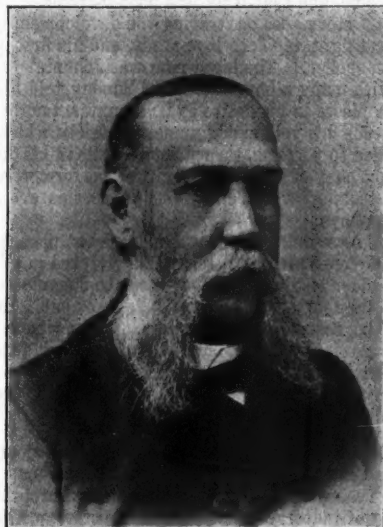
The long expected list of persons eligible to principalship in the boroughs of Manhattan and the Bronx has been submitted by City Supt. Maxwell. It contains the names of twenty-seven persons, of whom all but two are now connected with the Manhattan school system. Twenty-one are men, the rest women. The old list is not entirely exhausted so that there are actually about thirty persons on the waiting list. At the present rate of school building all ought to have been appointed to places within three years.

Briefer Items of Live Interest.

BOSTON, MASS.—Dr. Hiram Orcutt, who died last week in his eighty-fifth year, was a well-known and influential educational leader. As teacher he had presided over numerous institutes and as author he had done a great deal of valuable work. Dr. Orcutt was a member of the famous class of '42, Dartmouth. The last twenty years of his life were in connection with the New England Publishing Company, and his editorial labors continued until within two weeks of his death.

TORONTO, ONT.—The Toronto Board of Trade is about to make an effort to secure better facilities for technical education in the Dominion. Letters have been sent out to similar boards thruout the provinces and an open meeting will be arranged for in June.

SCHUYLKILL HAVEN, PA.—G. W. Weiss, has just been elected for his seventh term as superintendent of Schuylkill



Supt. George W. Weiss, Schuylkill county, Pa., who was elected for his seventh term May 2.

county. He received a majority of all the votes cast, 232 out of a total of 406. His salary is \$2,650.

PORTLAND, ME.—By vote of the school committee uniformity in public school music has been reached. For some years past three systems had been employed. There is now a reversion to the normal system which was originally employed.

CHICAGO, ILL.—The new North Division high school is to be one of the handsomest structures of its kind in the country. It will cost, for the building, \$135,000, for the site \$45,000. A special appropriation of \$14,000 will be expended for laboratories. The total cost, therefore, including seating and other details will be \$200,000.

BOURNE, MASS.—"The best thing about our schools," says Supt. Burt J. Tice, "is that we have good teachers. The worst thing is that we cannot keep them. They are so good that other people want them."

In spite of migrations among the teachers, the schools of Bourne are in excellent condition. The superintendent reports that the teachers are reading more pedagogical literature than ever before and that their attendance at educational meetings is better than formerly.

ST. PAUL, MINN.—Humboldt high school of this city has issued an attractive prospectus, giving a brief account of the school and a sketch of each of the teachers. Principal Baker believes that the people of St. Paul are entitled to know something about the work done in this school as well as about the teachers having it in charge. Advertising a public school is something new, but why not a high school as well as a private school?

Notes on New Books.

About the middle of May, when the days are getting rather warm, and the weather is too comfortable to make one very energetic, teachers, like other people, are apt to have the spring fever. This is just the time to read *Johnnie*. Mr. E. O. Laughlin has given us in this story of a boy, one of the most delightful studies of a child that has been published for many a day. In fact, he understands boyhood so well that we can forgive him for his ignorance of the feelings and thoughts of girls, as he says in contrasting the growing boy with the girl of like age, "When the girl arrives at womanhood's threshold she simply does up her hair, lengthens her skirts and trips gracefully in!"

Johnnie is introduced to the reader at the age of six—in fact at the beginning of his life at school. On his entrance into the school-yard he was compelled to undergo the scrutiny and sorrows that other pupils are apt to inflict on a newcomer, but with the aid of a few tears, he managed to live thru the day, and in a very short time developed into the genuine school-boy. He learned to read more or less in those first weeks; in fact, he could soon read quite as well off the book as on. Spelling he particularly enjoyed, and he would squirm and twist his fingers ecstatically as he sang, "sa-ty, cat, ba-ty, bat, ra-ty, rat, ta-ty, tat, za-ty, zat,"—and he could have gone still farther if the alphabet had held out. In leisure moments he would borrow a big "jargaphy" from one of the older girls and make imaginary journeys across the maps. As he became acquainted with the names he learned that England was a red country, that Germany was blue, and that Italy was boot-shaped and green.

And so the story goes on, tracing the development of Johnnie, thru his first fight, his first love-affair, and his first triumph as a champion speller. The hired man was Johnnie's oracle, as is the case with many a boy. He hated Sunday, told fibs, chopped a rabbit to pieces in his desire to be a hunter, taught or rather tried to teach his yellow dog numerous tricks which the pupil usually failed to perform, turned somersaults in his underclothes with the purpose of becoming a circus performer, and peeked when his stockings were being filled Christmas eve, like other very human boys.

The numerous illustrations are made from photographs, and very life-like ones at that. Johnnie is pictured in all positions, from the ladder leading to the hay-mow, to Johnnie leaning over the top of the fence with his breath knocked out. In short the book will bear reading many times. To teachers, especially those who are interested in child-study, as every teacher ought to be, Johnnie will prove a genuine treat.

The story is published by the Bowen-Merrill Company, of Indianapolis. The price, if we remember rightly, is \$1.20.

In *the United States of Europe* that brilliant journalist, Mr. W. T. Stead, summons before us visions of what may yet be. If the czar's Peace Rescript is the lyric to woo European mankind to the joys of industry disburdened of militarism, this series of high class news-letters is at once psalm, proof and prophecy of a consummation devoutly wished by all humanitarians and philanthropists. The book is readable, keen, comprehensive; contains many eloquent passages; is notably modern and forth-looking in spirit. The author expounds, with the fine declamation of one who hopes that his prophecy will be an agency in its own fulfillment, what is best in the European politics of today. The argument is clear; the facts stated are true; we must hope that no important facts are omitted, and that the promises are correct; in this belief the conclusion seems inevitable. (Small 8vo. Sent on approval by publishers, Doubleday & McClure, New York. Price, \$2.00.)

Rembrandt, by Walter Cranston Larned, is an attempt to portray the life and character of the great Dutch painter. The story opens in the twenty-fifth year of Rembrandt's life and it continues until his death. Much light is thrown upon the customs of the Dutch people, incidentally, and on the whole the book is an interesting piece of work. It contains several full-page illustrations. (Charles Scribner's Sons, New York. Price, \$1.50.)

Just at the present time, when so much interest centers in Rostand's play, the little book, *A Voyage to the Moon* by the real Cyrano de Bergerac is of interest. A portrait of Cyrano, one of the four in existence, forms the frontispiece and there is also a well written sketch of the poet's life. (Doubleday & McClure Company. Price, 50 cents.)

The Kingdom of the Good Fairies is a volume by Adrienne Rousselle containing several stories of a highly imaginative order. These fairy tales were written to relieve the tedious

hours of a long convalescence of a little sister and they will give pleasure, we are sure, to other little girls who love to revel in an unreal world. The stories in the book are "The Gold Laurel Branch," "The Red Bird Prince," "Lady Rose," "The Magic Sword," "The Enchanted Swan," "Demi-King," and "The Blind Princess." There are several attractive half-tone illustrations showing various doings of the fairies, including a frontispiece depicting the Fairy Queen about to inspire the author. (The Editor Publishing Company, Cincinnati.)

At the Court of Catherine the Great, by Fred Wishaw, is an exciting historical novel, suggestive tho not imitative of Mr. Stanley Weyman. It has an interesting heroine in Elsa von Adlerberg, a Scotch-German hero in Douglas von Doppelheim, and a deep villain in Von Amberg. The narrative is full of surprises and exciting situations. There is such a wealth of historical matter in the book that it deserves a re-reading after the plot has lost its novelty. (F. A. Stokes Company, New York, \$1.25.)

In *the Story of the Thirteen Colonies* H. A. Guerber has related the early history of our country in the charming style which has become so familiar thru the numerous books from the same pen. This book is intended as an historical reader, an elementary history of our country or as introduction or supplement to the usual text-book. Thru this narrative the children will become interested in the great men of our country. The author has taken pains to weave into the story the anecdotes that have been alluded to in our literature, and to enforce lessons of patriotism, truthfulness, courage, patience, honesty, and industry. Altho this book ends with the Revolutionary war, the story of our war is continued on the same lines in a companion volume entitled "The Story of the Great Republic." (American Book Company, New York.)

The beautiful story of *Picciola*, by Joseph Xavier Boniface, is translated and edited for the use of schools, by Abby L. Alger. This tale of a prisoner and a flower has been reprinted in the original French more than twoscore times, and has been translated into every language of Europe since it first appeared in 1836. Louis Napoleon wrote the author that when he was in prison the story was a lesson and a solace to him. These facts show the extraordinary merits of this tale, with which all who wish to know the best literature should be acquainted. (Ginn & Company, Boston.)

It has been said that a thoro study of the Bible is equivalent to a liberal education. Nowhere else can be found grander poetry, deeper philosophy, or more truthful history, not to say anything of the moral truths found therein. Every line and every word of this grand book should be weighed by the earnest student. A great aid to this end is *The Biblical Museum*, a collection of notes, explanatory, homiletic, and illustrative, for the use of ministers, Bible students, and Sunday-school teachers, by James Comper Gray, revised with additions from the later Biblical literature, by the Rev. George M. Adams, D. D. The first volume is a large book of 1,006 pages carrying the commentary from Genesis to the end of Second Kings. (E. R. Herriek & Company, New York.)

The Rights and Duties of American Citizenship is a little text-book by Prof. W. W. Willoughby, of Johns Hopkins university. The plan is somewhat different from that of the usual text-book on civil government. Instead of beginning with a description of our complex system of federal, state, and city governments, the student is given information first which is essential to an understanding of citizenship and government in general. This first part of the book includes chapters on society, the state, suffrage, international relations, government, forms of governments, and law. A thoro exposition of our system of government is then presented. Constant care has been taken to give the reasons as well as the justification for each power described, to introduce at every possible point a description of the practical problems involved and the solutions proposed for them, and to inculcate in every way the moral obligations of good citizenship. (American Book Company, New York.)

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THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street New York.

THE SCHOOL JOURNAL

NEW-YORK-AND-CHICAGO-

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by

E. L. KELLOGG & CO.,

The Educational Building,
61 E. NINTH STREET, NEW YORK.
367-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Literary Notes.

The Primary School, a magazine for primary teachers—for May contains Pictures and Casts in the School-Room, Lessons on Typical Birds, Paper-Folding, How to Teach Reading, Writing for Beginners, Special Day Celebrations, etc. Published by E. L. Kellogg & Co., monthly, \$1.00 a year.

Educational Foundations for May has some notable articles for students of pedagogy: Child study in the Vacation Schools, Correcting and Enriching Apperception, An Ideal Course of Study, etc. Published by E. L. Kellogg & Co. Price, monthly, \$1.00 per year.

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No harm! It leaves the skin soft like a baby's; no alkali in it, nothing but soap. The harm is done by alkali. Still more harm is done by not washing. So bad soap is better than none.

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What is good soap?
Pears'.

All sorts of stores sell it, especially druggists; all sorts of people are using it.

A few of the valuable articles in *The Teachers' Institute* for May, the teacher's magazine of methods, are: Rural School Grounds, Study of Fish, Field Studies; The Mushroom, Nature Study in City Streets, etc. A beautiful supplement, Bohemian Waxwing and Prothonotary Warbler, alone worth the price of a year's subscription. Published by E. L. Kellogg & Co. Price, monthly, \$1.00 per year.

Mr. Frederick S. Perine, of the Sozodont Company, and Mr. Alfred S. Ross, of the J. C. Ayer Company, who have for several months been seriously ill, have both recovered and are now attending to their office duties again.

The May *Critic* has some interesting extracts from the letters of the original of Cyrano de Bergerac together with a reply by Constance Goddard DuBois to Edouard Rod's criticism of the play. Another entertaining article tells "How Tolstoy Lives and Works."

The schools of Brookline now among the best in the country and it is safe to say that nowhere else is more accomplished by moral suasion. Formerly the rod was in much greater favor as will be seen from the following extract:

"March 8, 1685, the people of Muddy river, now Brookline, Mass., asked for a 'writing school for their children,' and the next year Boston freed Muddy river from town rates, if the people there would provide an able reading and writing master. Isaac Adams, one of the early teachers of Brookline, used to 'spank the unruly boy with a leather strap, or made him stand with his nose wedged into the split end of a sapling.' Sometimes 'when disorder was greater than usual, he would pile the boys in a pyramid on the floor and spank the one who happened to be on top.' A disobedient girl he made 'balance herself on a one-legged stool for an hour or more.'"

Dr. R. M. Burke, one of the literary executors of Walt Whitman, has in possession a large mass of material hitherto unpublished, which he is going to have privately printed if a sufficient number of people will subscribe. The price of the edition, which will be gotten up in imitation of the 1855 "Leaves of Grass," will be five dollars.

David Harum, by the late Edward Noyes Westcott, is selling at the rate of 1500 copies a day.

The New York Central Railroad has issued a very delightfully written descriptive pamphlet on "Rapid Transit to Fifty Suburban Towns." It gives a list and brief description of the town and villages that are situated within commutation distance of New York. Sent upon receipt of a one-cent stamp.

Cornell university has a new museum, an "educational museum." It is not historical in character but an exhibit of methods now prevailing in American schools. There is a library of 418 text-books, practically all now used in the schools, which have been donated by the publishers. Then there are complete sets of drawings made by pupils in the high schools, sets of school modelings in clay, manual training work in wood and iron, etc. The students in the pedagogical courses are enabled by these exhibits to judge what is actually done in the schools as well as what theoretically should be done.

The *Beacon Biographies* which Small, Maynard & Company are publishing represent a new departure in biography. They are purposely suggestive rather than exhaustive. The normal extent of one of them is only about 20,000 words, and the aim is to get out something which shall be at once entertaining, brief, and authentic. Mr. M. A. DeWolfe Howe is editor of the series. The latest additions are *Audubon*, by John Burroughs, Edwin Booth, by C. T. Copeland, *Aaron Burr* by H. C. Merwin, *J. Fenimore Cooper* by Shubrick Clymer, *Franklin* by Lindsay Swift.

The Roman History of Appian of Alexandria appears in a new translation by Horace White, and is published by The Macmillan Company. The aim of the present translator is to popularize an interesting ancient author whose work has for some unaccountable reason fallen into neglect. As compared with Livy, whose history he continued, Appian appears to be much the more trustworthy and sane historian. This is the first English translation since 1679.

Mr. J. Henry Wood, author of "Municipal Buffalo," is preparing a book on "The Schools of Buffalo." Published by the author at 31 Church street, Buffalo, N. Y.

Gen. M. F. Force, one of the division commanders in the celebrated "March to the Sea," has written up Gen. Sherman, in the Great Commanders series, published by the Appletons.

The April *Critic* has an interesting article on Mary Antin, the clever Jewish girl, whose literary talent was discovered by Mr. Zangwill during his visit to Boston.

The history of the Spanish American War, by Henry Cabot Lodge, which is running in *Harper's*, is the most monumental account thus far published. It is illustrated by F. De Thulstrup.

Robert Grant's "Search-Light Letters," two of which have already appeared in *Scribner's*, are well worth the thoughtful teacher's attention. Judge Grant is a Bostonian upon whom the mantle of Oliver Wendell Holmes seems to have fallen.

Mr. Kipling's series of stories, which began in the December *McClure's* will run until midsummer.

It is of interest to note that the best selling book in the market at present is *David Harum*, the first and indeed the only book of a previously unknown American author, the late Edward Noyes West. *David Harum* is published by D. Appleton & Company.

How To Gain Flesh

Persons have been known to gain a **pound a day** by taking an ounce of SCOTT'S EMULSION. It is strange, but it often happens.

Somehow the ounce produces the pound; it seems to start the digestive machinery going properly, so that the patient is able to digest and absorb his ordinary food, which he could not do before, and that is the way the gain is made.

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Mrs. M. N. PERRY, Care, Box 93, Oak Park, Ill.

Mr. Edgar O. Silver, senior partner of Silver-Burdett & Company, sails for Europe in May.

Mr. W. T. Stead, editor of the English *Review of Reviews*, has lately returned from a trip to all the capitals of Europe, where he has talked with the important men of each country, from the Czar of Russia down. He has written a book with the "catchy" title of "The United States of Europe," in which he sums up the present political situation in the light of the Czar's Peace Rescript and forecasts the immediate future. He contrasts with great force this remarkable step on the part of Russia with America's change of policy and her acquisition of colonial possessions and military responsibilities. The views of the great statesmen of the Old World upon this subject are strikingly interesting, and the book is unusual in furnishing a complete and authoritative review of current international affairs, treating of America's task in the West Indies and Philippines, the "Chinise Puzzle," South African problems, the Fashoda muddle, the Concert of Europe and its work in Crete and Candia, and many other similar pertinent matters. It will be illustrated, and is to be published at once by the Doubleday & McClure Company.

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Pulaski F. Hyatt, M. D., United States Consul, Santiago de Cuba, writing upon the treatment of fever and pain, uses the following language:—"I have tested anti-kamnia so thoroly for years past, that it is no longer an experiment with me. It strikes directly and effectively, without bad results, at the two most characteristic points in disease, viz.: fever and pain. With these two points well under control, the physician's battle in acute attacks is nearly won. I always instruct patients to crush tablets before swallowing, thus insuring prompt relief."

Low Rates to Minneapolis.

On account of the annual meeting, *General Assembly of the Presbyterian Church*, the Chicago & North Western Railway will sell low rate tickets to Minneapolis and return on May 16-18, limited to June 3, 1899, at one fare plus \$2.00. Tickets honored on the North-Western Limited, electric lighted thruout, leaving Chicago daily 6:30 P. M. Other trains leave Chicago at 9:00 A. M., 10:00 P. M. and 10:15 P. M. For full information apply to any ticket agent or address,

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Half Rates to San Francisco,

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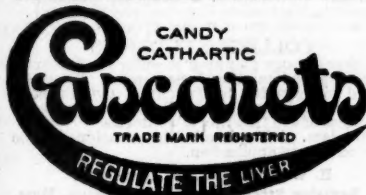
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Income	\$55,006,629 43
Disbursements	35,245,038 88
Assets, Dec. 31, 1898	277,517,325 36
Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

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Reduced Rates to San Francisco via Pennsylvania Railroad, account Baptist National Anniversaries.

On account of the Baptist National Anniversaries at San Francisco, the Pennsylvania Railroad Company will sell excursion tickets from stations on line to San Francisco, May 14, 15, and 16, good return until July 16, at rate of single fare for the round trip.

For specific rates and detailed information apply to ticket agents.

The Pennsylvania Railroad's New Passenger Cars.

The Pennsylvania Railroad Company has just placed in service on its principal thru trains between New York and Washington and New York and Pittsburg a number of new passenger coaches and combined cars with the latest pattern of wide platform and vestibule. These vestibules, which have been such a prominent feature of the new Pennsylvania and Congressional Limiteds, are the entire width of the cars, and with their large plate-glass doors and windows form excellent observation nooks, besides rendering passage from car to car easy and absolutely safe and comfortable. A train of cars equipped with this improved device has the appearance, and all the actual advantages, of one elongated coach.

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On account of the National Peace Jubilee, to be held at Washington, D. C., May 23, 24, and 25, the Pennsylvania Railroad Company has arranged to sell round-trip tickets on May 22 and 23, good to return, when validated by agent at Washington, within ten days from date of sale, at rate of \$8.00 from New York, \$5.00 from Philadelphia, \$4.00 from Wilmington, \$2.00 from Baltimore, and corresponding rates from intermediate points.

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